Course Change Proposal
Form A

Academic Group (College): Health and Human Services
Academic Organization (Department): Kinesiology and Health Science
Date: 3/16/10

Type of Course Proposal:
New ___ 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 ___ No ___
For Catalog Copy: Yes ___ No ___
CCE (Extension): Yes ___ No ___
Semester Effective: Fall ___ 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.

Change from:
Subject Area (prefix) & Catalog Nbr (course no.): KINS 198B
Title: Seminar in Physical Education-Secondary
Units: 1.0

Change to:
Subject Area (prefix) & Catalog Nbr (course no.): KINS 198B
Title: Seminar in Physical Education-Secondary
Units: 3.0

JUSTIFICATION:
KINS 198B 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 Assessment Commentary and Reflection Commentary. Student teachers will also learn to utilize digital video tools and upload PACT submission 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 eight-week course accompanies an eight-week secondary student teaching experience. The focus is twofold: a) engage student teachers in the planning, instruction and assessment of an secondary 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 secondary physical education. Prerequisite: KINS 380 and KINS 381, Co-requisite: EDTE 471B

Note:
Prerequisite: KINS 380 and KINS 381
Enforced at Registration: Yes ___ X__ No ___
Corequisite: EDTE 471B
Enforced at Registration: Yes ___ X__ No ___
Graded: Letter ___ X ___ Credit/No Credit ___
Instructor Approval Required? Yes ___ X ___
Course Classification (e.g., lecture, lab, seminar, discussion): Seminar, 3 units
Title for CMS (not more than 30 characters)
KINS 198B Seminar PE Secondary
Cross Listed?
Yes ___ X__ No ___
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 ___ X__
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/acad/example.htm](http://www.csus.edu/acad/example.htm)

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

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

b. Distinguish between developmentally and instructionally appropriate and inappropriate teacher practices and activities for secondary 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 secondary age children (6-12) 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:

<table>
<thead>
<tr>
<th>Course Assessment Strategies</th>
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<tbody>
<tr>
<td>a. Capstone Video Assignment: 25%</td>
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<tr>
<td>b. Getting to Know Your Student Project &amp; Reflective Journal: 15%</td>
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<tr>
<td>C. Advocacy Project: 10%</td>
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<tr>
<td>d. Teaching Binder: 25% Discussed in Class</td>
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<tr>
<td>e. Teaching Styles: 25%</td>
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</table>
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 X  No.  
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.

<table>
<thead>
<tr>
<th>Signatures:</th>
<th>Date</th>
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<tbody>
<tr>
<td>Department Chair:</td>
<td>4/15/10</td>
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<tr>
<td>College Dean or Associate Dean:</td>
<td>4/15/10</td>
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<td>CPSP (for school personnel courses ONLY)</td>
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<tr>
<td>Associate Vice President</td>
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<td>and Dean for Academic Programs</td>
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Distribution: Academic Affairs (original), Department Chair and College Dean. Dean's office to send original after approval to Academic Affairs, at mall zip 6016. An electronic copy must also be sent.

9/10/2008
Course Description

Open to physical education single subject credential candidates this course accompanies an eight-week secondary student teaching experience. The focus is twofold: a) engage student teachers in the planning, instruction and assessment of an secondary 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 secondary physical education.

Required Materials


Selected readings may be used in the seminars from:
- Journal of Physical Education, Recreation and Dance: AAHPERD.
- Teaching Elementary Physical Education: Human Kinetics.
- Strategies: A Journal for Physical and Sport Educators: AAHPERD.


Physical Education Model Content Standards for California Public Schools Kindergarten through
Objectives

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

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

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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)

Recommended Readings and Resources


**Course Requirements**

a. **Professional Behavior: Mandatory**

Exhibit a professional demeanor through appropriate dress, attitude, and actions. This includes being on time; communicating and interacting professionally with your mentor teacher, university supervisor, peers, and your students; demonstrating professional actions with all assignments and responsibilities (i.e., on-time delivery, complete and detailed responses etc.); and showing eagerness in terms of getting hands-on teaching experiences at the teaching site!!

**NOTE:**

a) Failure to demonstrate professional behavior WILL result in removal from school which also means an "F" for the
On-site Teaching: Mandatory
Students will be assigned a placement site for observation and participation in a public school physical education setting. This on-site practicum is to extend throughout the entire term. “Teaching Binder” is needed at each seminar.

Seminar Attendance: Mandatory
Attendance is mandatory. Communication with instructor must be made for any special circumstances.

Capstone Video Assignment: 25% Student teachers are required to submit one capstone videotape during their student teaching as follows:

Direct Instruction
Utilize the command and/or practice styles of teaching to introduce or reinforce a skill with extensions (WHAT you want the student to do - a series of tasks), refinements (HOW you want the skill performed – taught by focusing on 1-2 cues at a time), congruent feedback (feedback that corresponds with the refinement cues) and a minimum of one application (an individual challenge, partner or small group contest, small-sided game, etc. – usually has a competitive element to it) and an assessment.

INSTRUCTIONS

In Advance
1. Plan a lesson to:
   (a) Introduce or reinforce a skill [i.e. one in which you can extend (make the task easier or harder), refine (provide learning cues and reinforce with congruent feedback) and apply (provide an application)].
   (b) Be sure all the “Skill Theme Lesson Qualities” listed on the Capstone Video Evaluation form for direct instruction are included in your lesson plan (see attached).
   (c) Make sure to discuss all the details of your lesson plan with Dr. Wright or your supervisor before you teach it (at least two days in advance) so that the grade you receive is a true indication of your teaching abilities and is not adversely affected by faulty planning.

Arrange for a video camera and tripod from the media center (unless using your own or the school's). Be sure the video you borrow can accommodate a wireless microphone. Also, make sure the battery is charged or you have an extension cord that is long enough.

Reserve the wireless microphone (see Carter in the elementary equipment room). Buy two brand new 9-volt batteries for the AZDEN Wireless or 2 AAA batteries for the SONY Wireless. Insert one in the receiver and one in the microphone.

Make sure you know how to operate the video camera with the wireless microphone. Practice filming the night before you plan to use the equipment. Be sure to insert the wire from the wireless microphone receiver into the audio inlet on the camera. Test the wireless with the
earphone to make certain it is working. [If you do not use a wireless microphone your earned grade will be lowered a full letter grade.]

**Filming**

The camera needs to capture all transitions (i.e. the students arriving for class, getting equipment, lining up after class, etc.). The person filming may not start and stop the camera. You need to turn in one complete unedited video of your lesson.

Ask the person who is filming to keep you and the majority of the class in the picture at all times - wide angle. They may only zoom in on you when you are giving instructions.

Be sure NOT to wear a whistle around your neck - it interferes with the transmission between the microphone and the receiver.

Remind the person who is filming to periodically check for sound with the earphone. [If you are using a whistle instead of the drum, warn the person who is filming not to keep the earphone in his/her ear since the whistle could damage his/her eardrum.]

**Lesson Implementation**

Be sure the lesson starts with students arriving for class, followed by “instant activity.”
For the direct instruction video, when you get to the point in your lesson where you introduce a new skill or reinforce a skill that was introduced previously, let them perform the “whole” skill before you break it into parts, if possible. Watch them carefully and choose refinement cues based on what you see. Remember to focus the children’s attention on one or two refinement cues at a time and provide plenty of congruent feedback on those cues as you monitor their skill practice.

Remember to teach your STUDENTS – adjusting the extensions (tasks), challenges and/or refinement cues as you teach, rather than following your lesson plan verbatim. It may also mean modifying parts of your lesson if they are not ready for what you have planned.

Be sure to include an assessment in your direct instruction lesson.

**Following the Lesson**

(a) Verify student attendance and create a coding sheet whereby the names are alphabetized by first name.
   Code your use of names and compute the percentage of distribution of attention.
(b) Code your idiosyncrasies and overused positive feedback statements.
(c) Code your use of class time.
(d) Code your behavioral feedback and compute the ratio.
(e) Code your skill feedback and compute ratios.
(f) Write a self-evaluation of the lesson plan. What modifications did you make in the content as you taught and why?
(g) Write a self-evaluation of your teaching skills emphasizing your strengths and areas you are still working on.

**Submit**

Video, original lesson plan and materials listed above as soon as possible after teaching.

[Note: VHS videotapes only unless you include the adapter. Be sure your tapes are set to the BEGINNING of the lesson you are submitting.]

d.

e. **Getting to Know Your Student Project & Reflective Journal: 15%**

In order for you to familiarize your self with various types of students at the different school levels, we would like you to select one student in one of the classes that you work with while student teaching.

**Specific Intent of this experience:**

To place yourself in the shoes of one student and determine what the complete physical education experience must be like for this particular student. Thus, the idea is to “pay special notice” to this student. HOWEVER, in getting to know this student it is very important that you remain very unobtrusive. You will want to be the proverbial “fly on the wall.” That is, you do not want to alter the experience by drawing undue attention to this student.
For this project, you need to select a student who is less-skilled, who does not shine as a student, who likely is not a popular student, possibly overweight, etc.

Getting to know/learning about this student can be accomplished by collecting information by carefully observing the student in and around the class (i.e., locker room, hallways as well where possible). Periodically, it would be fine if you were to chat with the student as well. BUT again, be very careful that you treat him/her no different than others in class. That is, your target student should not stand out relative to other students.

Be sure you start keeping a log (a diary, if you will) of what you see happen with and around that student. In doing this consider the following questions:

1. Is the student getting the same opportunities to be actively involved in activity tasks?
2. How is this student treated by peers? (Supportive, ridicule, criticism, name calling etc.??)
3. What strategies do peers use to keep the student as an active member of the group; or how is (s)he being alienated?
4. How does the teacher treat the student relative to other students?
5. Does the student convey interest in taking on leadership type roles; or is (s)he mostly a “follower?”
   How does this evident?
6. How well is the student able to handle/perform the skill or fitness tasks?
7. How would you describe the student’s overall demeanor each time when (s)he comes to class?

This project should be in type-written journal format. Each weekly entry should include a personal reflection and a general description of the happenings of the week.

**f. Advocacy Project: 10%**

Fundamental to the success of any physical education program in school is the faculty’s ability to let the community at large know “what really goes on in the daily physical education program.” This is probably truer now in the State of California than ever before. Needless to say this requires energy and time well beyond the regular daily tasks of physical education teachers. With that in mind your task for this assignment is as follows:

1. Using available resources along with any experiences you yourself have had in the past re. promotion/advocacy, develop, implement, and assess a plan for promoting physical education during your student teaching experience that targets relevant constituents. Your advocacy project can be wide ranging in their focus. For example, it can be;
   - An event that showcases a unique feature of your current program
   - A fund raising activity with a message
   - An article written and published for the local of school newspaper
   - A formal presentation to the local school board, PTA, etc.
   - Development of a Physical Education Newsletter to communicate with parents about the subject
   - Any idea that you come up with to advocate what we do to the public at large.
2. Some guidelines, tips and questions to ask yourself for developing and implementing the plan:
   * Target a specific group of people (e.g., students; teachers in the building; district Adm. Personnel; school board, site councils; PTO; Rotary club; local small business associations; parks and rec. Dept. etc.).
   * Decide what you believe is important that the selected parties need to come away with after hearing from with you.
   * How will you publicize your efforts so that you can ensure that there will be a reasonable response?

3. The written document that outlines the assessment of the promotional events/activities should include the following:
   * Clearly outline and explain the specific components of physical education that you presented to the targeted parties.
   * Outline all of the items that were accomplished in order for the advocacy to take place. Include any help that was solicited and used.
   * Assess the event itself in regards to its effectiveness.
   * A list of logistical/organizational questions and issues that likely will need to be changed for improvement.

This project is worth 10% of your grade and will be due in either Elementary or Secondary Seminar upon completion. It will be a good idea to discuss ideas with Dr. Wright in order to assure meeting guidelines.

g. **Teaching Binder** 25% Discussed in Class

h. **Teaching Styles** 25%

During secondary student teaching, you should use the most appropriate forms of the teaching styles or organizational arrangements from "The Spectrum of Teaching Styles" for secondary instruction. You must verify the use of the ones listed below after you have completed the lesson, because it is important for you to learn when to use each of these styles when planning your own lessons

**For Secondary Student Teaching you will need to verify use of the following teaching styles:**

**Reciprocal** – For the Reciprocal style submit a formal lesson plan prior to teaching the lesson and reflection on the lesson after its completion.

**Self-Check** - For the Self-Check style submit a formal lesson plan prior to teaching the lesson and reflection on the lesson after its completion.

**Stations or Circuit** - For the Stations or Circuit style submit a formal lesson plan prior to teaching the lesson and reflection on the lesson after its completion.

**Guided Discovery or Convergent Discovery** - For the Guided Discovery or Convergent Discovery style submit a formal lesson plan prior to teaching the lesson and reflection on the lesson after its completion.

h. In each reflection please discuss the following:
a. The ease and difficulty in use at your level and for the content you are teaching.
b. How you might use the style in the future
c. What went well in using this style
d. What you might want to change the next time you use it
e. Any other general thoughts on using the style

California State University, Sacramento  
Department of Kinesiology and Health Science

KINS 198A & B – Seminar in Physical Education-Elementary & Secondary  
Monday and Wednesday (4:30-6:30pm)

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<tr>
<th>Dates</th>
<th>Topic</th>
<th>Items Due</th>
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<tbody>
<tr>
<td>Week 9</td>
<td>Discuss transition to Secondary Student Teaching, Review KINS 198B Syllabus, Course Logistics, Projects and Questions</td>
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<td>Week 10</td>
<td>Addressing Student Behavior in Secondary Schools</td>
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<td>Week 10</td>
<td>Revisiting Teaching Styles 1-3 in Physical Education,</td>
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<td>Week 11</td>
<td>Content Design and Delivery in Secondary Schools</td>
<td>Submission of PACT Teaching Event due</td>
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<td>Week 11</td>
<td>Job Preparation, Resume Writing</td>
<td>Teaching Assignment 1-3 due</td>
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<td>Week 12</td>
<td>Revisiting Teaching Styles 3-6 in Physical Education, Begin Remediation Process for Students who did not pass PACT submission</td>
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<td>Week 12</td>
<td>Capstone Video Assignment, Systematic Observation Tools, Use of Digital Video Technology Credential Information</td>
<td>Getting to Know Student Project due</td>
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<td>Week 13</td>
<td>Advocacy Project, Remediating Students who did not pass PACT</td>
<td>Teaching Assignment 3-6 due</td>
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<td>Week 13</td>
<td>Revisit the Capstone Video Assignment, Revisiting Systematic Observation Tools, Revisiting the use of Digital Video/Editing Technology, Support Remediating Students who did not pass PACT</td>
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<td>Week 14</td>
<td>Revisiting Advocacy Project, Support Remediating Students who did not pass PACT, Revisit Digital Video/Editing Technology for Capstone Assignment</td>
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<td>Week 14</td>
<td>Support Remediating Students who did not pass PACT, Revisit Digital Video/Editing Technology for Capstone Assignment</td>
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<td>Week 15</td>
<td>Understanding Your Capstone Video Assignment</td>
<td>Capstone Video</td>
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<td>Week</td>
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<td>Week 15</td>
<td>Components of Working Portfolio</td>
<td>Remediated Submission of PACT Teaching Event</td>
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<td>Week 16</td>
<td>Components of Working Portfolio</td>
<td>Advocacy Project Due</td>
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