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 ___ 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 new 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.):

Change to:
Subject Area (prefix) & Catalog Nbr (course no.): KINS 381

Title: Methods of Teaching Secondary Physical Education

Units: 3.0

JUSTIFICATION:

In order to provide a more comprehensive approach to teaching physical education, it was decided to separate the secondary experience from KINS 380. As a stand alone course, KINS 381 will address the psychology of instruction and methods of instruction related to teaching secondary aged students. Various differentiated instructional approaches and theories, mandated by California Commission of Teacher Credentialing our accreditation body, will be explored from a secondary physical education perspective.

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

KINS 381 is designed for the future physical educator who wishes to deliver an effective, meaningful physical education curriculum to a diverse population of students. Emphasis is on physical education pedagogy – the skills and techniques that successful teachers use to ensure student learning. Students in KINS 381 will engage in guided teaching and systematic observation experiences at the middle school and secondary school levels in an effort to improve their teaching skills.

Prerequisite: KINS 131 and KINS 138; Graduating Seniors only, Corequisite: KINS 380 and KINS 133

Note: Senior Kinesiology Majors in the Physical Education Concentration pursuing the Blended Credential Option who are in their last semester of coursework and/or Candidates who have been accepted into the two-semester Teacher Preparation Program.

Prerequisite: KINS 131 and KINS 138; Graduating Seniors only
Enforced at Registration: Yes X__ No ___

Corequisite: KINS 380 and KINS 133
Enforced at Registration: Yes X__ No ___

Graded: Letter X__ Credit/No Credit___ Instructor Approval Required? Yes ___ No X___

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

Title for CMS (not more than 30 characters)
Meth Teach Second Phys Edu

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 ___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/acaf/example.htm

COURSE OBJECTIVES: The students will be able to:

1. Demonstrate their understanding of the content, purpose, goals and values of appropriate physical education in secondary schools.

2. Demonstrate their understanding of both current trends & issues facing physical education programs and teachers.

3. Demonstrate their understanding of theories of cognitive, social, and emotional development of adolescent learners.

4. Demonstrate their understanding of psychology of instruction as it pertains to effective teaching including styles and individualized instruction.

5. Demonstrate their understanding of the role of self evaluation on improving instruction

6. Demonstrate their understanding of appropriate physical education advocacy.

7. Demonstrate understanding of the content, purpose, goals and values of appropriate physical education practices in, middle and secondary schools.

8. Describe the typical growth and developmental characteristics of children and adolescents at different ages and discuss their implications for teaching physical education.

9. Establish a positive, productive and cooperative learning environment for teaching physical education to children and adolescents as it relates to respect and responsibility.

10. Demonstrate the ability to use cooperative activities that encourage students with limited-English proficiency to interact and work with others to enhance social skills, movement skills, physical fitness and English language proficiency.

11. Utilize technology to systematically observe a variety of teacher effectiveness skills including, but not limited to: use of names and distribution of attention, elimination of idiosyncrasies and overused general feedback statements, back to the wall, behavioral and skill feedback and use of class time.

12. Utilize technology to systematically observe a variety of student behaviors including, but not limited to: off-task behavior, opportunity to respond and percentage of correct practice trials.

13. Complete a teaching field experience while being videotaped and systematically observed by one’s peers and the instructor.

14. Demonstrate their understanding of the role of self-evaluation on improving instruction by analyzing one’s teaching in relation to systematic and subjective data and the reactions of the students.

15. Teach adolescents while utilizing a wide variety of teaching styles and strategies appropriate for English Language Learners.

16. Demonstrate their understanding of sheltered instruction by modifying the language demands of a lesson through techniques that may include, but are not limited to: clear enunciation, controlled vocabulary, gestures, facial expressions, accurate demonstrations, props, pictures and overhead transparencies.

17. Identify and then modify or eliminate movement activities that perpetuate gender-related performance differences.

18. Promote acceptance of individual differences and celebrate diversity through quality movement experiences.
**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>Required Learning Experiences</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Advocacy Project</td>
<td>25pts</td>
</tr>
<tr>
<td>Field teaching Analysis Project</td>
<td>25pts</td>
</tr>
<tr>
<td>Teaching Field Experience</td>
<td>25pts</td>
</tr>
<tr>
<td>Quizzes (5)</td>
<td>50pts</td>
</tr>
<tr>
<td>Systematic Teaching Analysis (4 Labs x 25pts)</td>
<td>100pts</td>
</tr>
<tr>
<td>Final</td>
<td>50pts</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>275pts</td>
</tr>
</tbody>
</table>

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**For whom is this course being developed?**

- Majors in the Dept. 
- Majors of other Depts
- Minors in the Dept
- General Education
- Other ___ (Single Subject, Teacher Credential Candidates-Physical Education)

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

If yes, identify program(s): Teacher Preparation Program – Physical Education – College of 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 ___

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).

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

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**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>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair:</td>
<td>9/21/10</td>
</tr>
<tr>
<td>College Dean or Associate Dean:</td>
<td>11/21/10</td>
</tr>
<tr>
<td>CPSP (for school personnel courses ONLY)</td>
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<tr>
<td>Associate Vice President</td>
<td></td>
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<tr>
<td>and Dean for Academic Programs</td>
<td></td>
</tr>
</tbody>
</table>

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

9/10/2008
California State University, Sacramento
Department of Kinesiology & Health Science
KINS 381
Methods for Teaching Secondary Physical Education

Instructor:

Required Text:


PREREQUISITES for UNDERGRADUATES
KINS 138 Teaching Strategies in Physical Education
KINS 131 Secondary Physical Education Curriculum

KINS 381 is restricted to graduating senior Kinesiology majors in the Physical Education Concentration/Blended Credential Option who are in their last semester of coursework and/or Teacher Preparation Program candidates admitted to the three-semester program.

COURSE DESCRIPTION:
KINS 381 is designed for the future physical educator who wishes to deliver an effective, meaningful physical education curriculum to a diverse population of students. Emphasis is on physical education pedagogy – the skills and techniques that successful teachers use to ensure student learning. Students in KINS 380 will engage in guided teaching and systematic observation experiences at the middle school and secondary school levels in an effort to improve their teaching skills.

REQUIRED RESOURCES:


COURSE OBJECTIVES: Upon successful completion of this course, a student will be able to:
1. Demonstrate their understanding of the content, purpose, goals and values of appropriate physical education in secondary schools.

2. Demonstrate their understanding of both current trends & issues facing physical education programs and teachers.

3. Demonstrate their understanding of theories of cognitive, social, and emotional development of adolescent learners.

4. Demonstrate their understanding of psychology of instruction as it pertains to effective teaching including styles and individualized instruction.

5. Demonstrate their understanding of the role of self evaluation on improving instruction.

6. Demonstrate their understanding of appropriate physical education advocacy.

7. Demonstrate understanding of the content, purpose, goals and values of appropriate physical education practices in, middle and secondary schools.

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17. Identify and then modify or eliminate movement activities that perpetuate gender-related performance differences.

18. Promote acceptance of individual differences and celebrate diversity through quality movement experiences.

**COURSE CONTENT:**

1. Research on teaching in physical education
2. Components of effective teaching practices and effective teaching skills
3. The ecology of physical education, physical activity and its impact on youth
4. Growth and developmental characteristics of children and youth and the implications for teaching physical education
5. Establishing and maintaining a positive and productive learning environment - social skill development – cooperative learning
6. Appropriate physical education practices and movement activities for children and youth.
7. Developing movement skills (extending/refining/applying), focusing on one cue at a time and providing feedback that is congruent with each cue
8. Developing students who are capable of utilizing movement skills in games: individual skills, skill combinations, offensive/defensive strategies and lead-up games, as appropriate
9. Systematic observation and critical analysis of content and teaching in physical education
10. Ideas and strategies for creating a more equitable learning environment
11. Teaching styles and assessment strategies
12. Professionalism

**EVALUATION:**

**Required Learning Experiences**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
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</thead>
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</tr>
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<td>Systematic Teaching Analysis (4 Labs x 25pts)</td>
<td>100pts</td>
</tr>
</tbody>
</table>
Final 50pts
Total 275pts

93-100% = A
90-92% = A-
87-89% = B+
83-86% = B
80-82% = B-
77-79% = C+
73-76% = C
70-72% = C-/S
67-69% = D+
63-66% = D
60-62% = D-
Below 60% = F

ADDITIONAL RESOURCES


**WEBSITES:**

**Physical Education**
http://www.pelinks4u.org
http://www.pecentral.org
http://www.aahperd.org/naspe
http://www.cahperd.org

**Social Responsibility**
http://www.hellison.com
http://www.vcf.org/youth/yepwelcome.html

**Designing Sport Experiences**
http://www.yahooligans.com/Sports_and_Recreation
http://www.pelinks4u.org/links/sportgamesactivities.htm
http://www.sports-media.org

**Technology**
www.pesoftware.com/Technews/news.html
<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Activity</th>
<th>Location</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wed.</td>
<td>9/3</td>
<td>Introductions &amp; Projects</td>
<td>Yosemite 119</td>
<td></td>
</tr>
<tr>
<td>Mon</td>
<td>9/8</td>
<td>Effective Teaching</td>
<td>Yosemite 119</td>
<td>Siedentop &amp; Tannenhill Ch. 1 &amp; 2</td>
</tr>
<tr>
<td>Wed.</td>
<td>9/10</td>
<td>Ecology of PE</td>
<td>Yosemite 119</td>
<td>Siedentop &amp; Tannenhill Ch. 3</td>
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<tr>
<td>Mon</td>
<td>9/15</td>
<td>Physical Activity Management and Disc.</td>
<td>Yosemite 119</td>
<td>Quiz #1 Siedentop &amp; Tannenhill Ch. 4 &amp; 5</td>
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<tr>
<td>Wed.</td>
<td>9/17</td>
<td>Community of Learners</td>
<td>Yosemite 119</td>
<td>Siedentop &amp; Tannenhill Ch. 6 &amp; 7</td>
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<tr>
<td>Wed.</td>
<td>9/24</td>
<td>Assessment &amp; Tasks</td>
<td>Yosemite 119</td>
<td>Quiz #2 (Ch 15 for Ad. Project)</td>
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<tr>
<td>Mon</td>
<td>9/29</td>
<td>Learning Environment</td>
<td>Yosemite 119</td>
<td>Siedentop &amp; Tannenhill Ch. 10 &amp; 11</td>
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<tr>
<td>Wed.</td>
<td>10/1</td>
<td>Assessing Teaching</td>
<td>Yosemite 119</td>
<td>Siedentop &amp; Tannenhill Ch. 13 &amp; 16 Advocacy Project Due</td>
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<tr>
<td>Mon</td>
<td>10/6</td>
<td>Lab Teach</td>
<td>Solano 1000</td>
<td>Peer Lessons*</td>
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<tr>
<td>Wed.</td>
<td>10/8</td>
<td>Teaching Analysis</td>
<td>Yosemite 119</td>
<td>Quiz #3 Coding &amp; Debriefing</td>
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<tr>
<td>Mon</td>
<td>10/13</td>
<td>Lab Teach</td>
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<tr>
<td>Wed.</td>
<td>10/15</td>
<td>Instructional Formats</td>
<td>Yosemite 119</td>
<td>Siedentop &amp; Tannenhill Ch. 14 Coding &amp; Debriefing &amp; District Work</td>
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<td>Mon</td>
<td>10/20</td>
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<tr>
<td>Wed.</td>
<td>10/22</td>
<td>Units of Instruction</td>
<td>Yosemite 119</td>
<td>Siedentop &amp; Tannenhill Ch. 12 Coding &amp; Debriefing &amp; District Work</td>
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<tr>
<td>Day</td>
<td>Date</td>
<td>Activity</td>
<td>Location</td>
<td>Notes</td>
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<td>Mon</td>
<td>10/27</td>
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<tr>
<td>Wed.</td>
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<td>Curriculum</td>
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<td>Quiz #4</td>
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<td>Coding &amp; Debriefing &amp; District Work</td>
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<tr>
<td>Mon</td>
<td>11/3</td>
<td>School Site</td>
<td>TBA</td>
<td>Peer Lessons*</td>
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<tr>
<td></td>
<td>11/5</td>
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<td>Yosemite 119</td>
<td>Siedentop &amp; Tannchill</td>
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<td></td>
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<td></td>
<td></td>
<td>Ch. 8</td>
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<td>Coding &amp; Debriefing</td>
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<td>Siedentop &amp; Tannchill</td>
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<td>Ch. 9</td>
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<td>Coding &amp; Debriefing</td>
</tr>
<tr>
<td>Mon</td>
<td>11/17</td>
<td>School Site</td>
<td>TBA</td>
<td>Peer Lessons*</td>
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<tr>
<td></td>
<td>11/19</td>
<td>Subject Matter</td>
<td>Yosemite 119</td>
<td>Quiz #5 &amp;</td>
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<td></td>
<td></td>
<td></td>
<td>Coding &amp; Debriefing</td>
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<tr>
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<td>11/24</td>
<td>School Site</td>
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<td></td>
<td>11/26</td>
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<tr>
<td>Mon</td>
<td>12/15</td>
<td>Final</td>
<td>Yosemite 119</td>
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*Teaching Analysis Projects due when completed.*