

**PHED 7650****ANALYZING TEACHING FOR PROFESSIONAL GROWTH**

Semester Hours: 3

Semester:

Instructor:

Office Location:

Office Hours:

Telephone:

Email:

Fax:

**COURSE DESCRIPTION**

In this course, teachers focus on their development as professionals by critically analyzing research and practice of effective teaching in health and physical education. Techniques for observing and analyzing teachers are examined and applied to self and students.

**CONCEPTUAL FRAMEWORK**

The conceptual framework of the College of Education at the University of West Georgia forms the basis on which programs, courses, experiences, and outcomes are created. By incorporating the theme “Developing Educators for School Improvement”, the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National principles (INTASC), propositions (NBPTS), and standards (Learned Societies) are also incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. This course’s objectives are related directly to the conceptual framework and appropriate descriptors, principles or propositions, and Learned Society standards are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

## COURSE OBJECTIVES

Students will:

1. review the body of research on effective instruction in health and physical education  
(*Lifelong Learner, Knowledgeable, Reflective*)  
(Graber, 2001; Siedentop, 1988; Silverman, 1991; Silverman & Ennis, 2003);
2. identify issues related to the application of different research paradigms in research on teaching  
(*Lifelong Learner, Knowledgeable, Reflective*)  
(Graber, 2001; Siedentop, 1988; Silverman, 1991; Silverman & Ennis, 2003);
3. identify critical research questions related to teaching health and physical education and suggest research designs appropriate for an area of inquiry  
(*Lifelong Learner, Knowledgeable, Reflective*)  
(Graber, 2001; Siedentop, 1988; Silverman, 1991; Silverman & Ennis, 2003);
4. evaluate the appropriateness of observation tools by analyzing the instrument's validity, reliability, objectivity, and useability  
(*Lifelong Learner, Knowledgeable, Reflective*)  
(Borich, 1999; Darst, Zakrajsek, & Mancini, 1989; Doolittle & Fay, 2002; Silverman & Ennis, 2003; South Carolina Physical Education Assessment Program, 2007);
5. identify observational techniques or methods used to collect data on aspects of instruction including teacher feedback, student use of cues, student off-task behavior, teacher and student use of time, student conduct, student perceptions, teacher demonstrations, content/skill progression, teacher enthusiasm, teacher questioning, and teacher movement  
(*Lifelong Learner, Knowledgeable, Reflective*)  
(Borich, 1999; Darst, Zakrajsek, & Mancini, 1989; Doolittle & Fay, 2002; Parker, 1989; Rink, 2006; Rink & Werner, 1989; Silverman & Ennis, 2003; South Carolina Physical Education Assessment Program, 2007);
6. list the advantages and disadvantages of different observational strategies, including intuitive observation, anecdotal records, rating scales, event recording, duration recording, and time sampling  
(*Lifelong Learner, Knowledgeable, Reflective*)  
(Rink, 2006);
7. demonstrate proficiency in the use of several tools for the systematic observation of student learning and instructor performance  
(*Decision Maker, Leader, Lifelong Learner, Adaptive, Knowledgeable, Proactive, Reflective*)  
(Borich, 1999; Darst, Zakrajsek, & Mancini, 1989; Doolittle & Fay, 2002; Parker, 1989; Rink, 2006; Rink & Werner, 1989; Silverman & Ennis, 2003; South Carolina Physical Education Assessment Program, 2007);

8. design an observational system for student and/or teacher behavior in a health and physical education setting  
(*Decision Maker, Leader, Lifelong Learner, Adaptive, Knowledgeable, Proactive, Reflective*)  
(Borich, 1999; Darst, Zakrajsek, & Mancini, 1989; Doolittle & Fay, 2002; Parker, 1989; Rink, 2006; Rink & Werner, 1989; Silverman & Ennis, 2003; South Carolina Physical Education Assessment Program, 2007); and
9. identify a question, collect valid and reliable data from an instructional setting to address the question, interpret the results and draw conclusions based on the data that will modify instructional practice  
(*Decision Maker, Leader, Lifelong Learner, Adaptive, Knowledgeable, Proactive, Reflective*)  
(Borich, 1999; Darst, Zakrajsek, & Mancini, 1989; Doolittle & Fay, 2002; Parker, 1989; Rink, 2006; Rink & Werner, 1989; Silverman & Ennis, 2003; South Carolina Physical Education Assessment Program, 2007).

## **TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES**

### **Required Texts**

Assigned readings from articles and materials provided by the instructor

Rink, J. (2006). *Teaching physical education for learning* (5th ed.). New York: McGraw-Hill.

### **References**

Borich, G. (1999) *Observation skills for effective teaching*. Columbus, OH: Merrill.

Darst, P. W., Zakrajsek, D. B., & Mancini, V. H. (1989). *Analyzing physical education and sport instruction* (2nd ed.), Champaign, IL: Human Kinetics.

Doolittle, S., & Fay, T. (2002). *Authentic assessment of physical activity for high school students*. Reston, VA: NASPE.

Graber, K. (2001). Research on teaching in physical education. In Richardson, V. (Eds). *Handbook of Research on Teaching* (4th ed.). Washington, D.C.: American Education Research Association.

NASPE (2004, 1995). *Moving into the future. National standards for physical education: A guide to content and assessment*. Reston, VA: Author.

Parker, M. (1989). Academic Learning Time-Physical Education (ALT-PE), 1982 Revision. In P. Darst, D. Zakrajsek, & V. Mancini (Eds.), *Analyzing physical education and sport instruction* (2nd ed.). Champaign, IL: Human Kinetics.

- Rink, J. & Werner, P. (1989). Qualitative Measures of Teaching Performance Scale (QMTPS). In P. Darst, D. Zakrajsek, & V. Mancini (Eds.), *Analyzing physical education and sport instruction*. Champaign, IL: Human Kinetics.
- Siedentop, D. (1988). An ecological model for understanding teaching/learning in physical education. *Seoul Olympic Scientific Congress Proceedings: New horizons of human movement*. Anseo-dong City, Choongchung Nan Do, Korea: Sport Science Institute of Dankook University.
- Silverman, S. (1991). Research on teaching in physical education. *Research Quarterly for Exercise and Sport*, 62(4), 352-364.
- Silverman, S., & Ennis, C. D. (Eds.) (2003). *Student learning in physical education: Applying research to enhance instruction* (2nd ed.). Champaign, IL: Human Kinetics.
- South Carolina Physical Education Assessment Program (2007). *Elementary school physical education program assessment manual*. Columbia, SC: Author.
- South Carolina Physical Education Assessment Program (2007). *Middle school physical education program assessment manual*. Columbia, SC: Author.
- South Carolina Physical Education Assessment Program (2007). *High school physical education program assessment manual*. Columbia, SC: Author.
- Townsend, J. S., Mohr, D. J., Rairigh, R. M., & Bulger, S. M. (2003). *Assessing student outcomes in sport education: A pedagogical approach*. Reston, VA: NASPE.

## **ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY**

**Link to the Conceptual Framework.** At the conclusion of the course, students will have demonstrated achievement in the areas of *decision makers*: choosing appropriate observation instruments for specific objectives (**Assignment 3**); *leaders*: taking responsibility for decisions regarding teaching and capitalizing on opportunities to face teaching challenges (**Assignment 3**); *lifelong learners*: study the purpose and effectiveness of teaching in physical education and pedagogical instruments of analysis in physical education; apply them to teaching experiences (**Assignments 1, 3, 4**); *adaptive*: implement appropriate activities for all learners in teaching experiences and adjust to changing teaching situations based on systematic observation (**Assignment 3**); *knowledgeable*: draw on acquired knowledge, experience, and current research for effective teaching and systematic observation (**All Assignments**); *proactive*: use current research and experiences to meet the needs of all students (**Assignment 3**); *reflective*: engage in ongoing and continuous critical reflection of research and teaching (**All Assignments**).

## Assignments

### 1. Quizzes and Commentaries (150 points)

Students will be given out-of-class reading assignments. A two-page commentary is to be completed with each assigned reading. Periodic, short quizzes on the readings and lectures will be given to help students keep up with course content.

Course Objectives: 1, 2, 3, 4, 5, 6, 7

### 2. Instrument Observer Proficiency (50 points)

Students will learn to use instruments for the systematic observation of student and teacher behaviors. Part of the experience in the class will involve the development of proficiency in several different instruments when applied to appropriate targets.

Course Objectives: 8

### 3. Instrument Design, Data Analysis, and Presentation (100 points)

Students will be required to state a research question, create or adapt an appropriate instrument, and collect and interpret the data. In addition, students will present the study and results to the class.

Course Objectives: 8, 9, 10

### 4. Final Exam (100 points)

Students will have an opportunity to demonstrate mastery of the fundamental concepts covered in readings and discussed in class.

Course Objectives: 1, 2, 3, 4, 5, 6, 7

## Grading Policy

90-100%	A = 360-400 points
80-89%	B = 320-359 points
70-79%	C = 280-319 points
Less than 70%	F = less than 280 points

## CLASS POLICIES

### E-mail

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important University related information to UWG students in a timely manner. It is the student's responsibility to check his or her email.

### Work Credit

No material prepared to meet requirements in one course may be used to fulfill the requirements in another course without prior permission of the instructor.

### **Americans with Disabilities Statement (ADA)**

The ADA is a federal anti-discrimination statute that provides comprehensive civil rights for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of his/her disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office in Room 272 of the Student Development Center located in Parker Hall. The phone number is (678) 839-6428, and the fax number is (678) 839-6429.

### **Academic Integrity and Honor Code Pledge**

At the University of West Georgia we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery, or threats, and stealing.

#### Pledge:

Having read the Honor Code for UWG, I understand and accept my responsibility to uphold the values and beliefs described and to conduct myself in a manner that will reflect the values of the institution in such a way as to respect the rights of all UWG community members. As a West Georgia student, I will represent myself truthfully and complete all academic assignments honestly. I understand that if I violate this code, I will accept the penalties imposed, should I be found guilty of violations through processes due me as a university community member. These penalties may include expulsion from the University. I also recognize that my responsibility includes willingness to confront members of the University community if I feel there has been a violation of the Honor Code.

\*\* If plagiarism or another act of academic dishonesty occurs, a grade of zero will be given for the course assignment and, if further actions are warranted, the misconduct will be dealt with in accordance with the academic misconduct policy as stated in *The Student Handbook*, the *Undergraduate Catalog* and *Graduate Catalog*.

### **CLASS OUTLINE**

<b>Week</b>	<b>Topic</b>
<b>1</b>	Introduction to the research and analysis of teaching and instruction in physical education
<b>2</b>	Research questions and theoretical bases in physical education; Current trends in physical education
<b>3</b>	Research questions and theoretical bases in physical education; Current trends in physical education
<b>4</b>	Observation techniques and tools; creating observational tools/techniques; authentic assessment
<b>5</b>	Student motor activity: ALT-PE; student use of time; content development: OSCD-PE; teacher feedback

<b>6</b>	Task presentation; Qualitative Measures of Teaching Performance Scale (QMTPS); teacher movement and location; student conduct
<b>7</b>	Student Presentations; review of major concepts
<b>8</b>	Student Presentations; review of major concepts Final Exam