West Virginia University

College of Physical Activity & Sport Sciences

PET 233**: Pedagogy, theory and practice**

Fall 2014

## Course Information

### Instructor: Junhyung Baek & Adam B. Katchmarchi

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**Phone :** 304-293-0848

**Office Hours**: Monday - Thursday 9:30 am-10:30 pm (See Adam’s Below)

**Course Credits :** 4 Credit hours

**Class Period:** August 18th – December 12th

**Class Time and Location:**

- M, W, F (8:00 am – 9:15am) : Allen Hall 612 and Multi-purpose Room in Health and Education Building or Turf field (TBD)

- T, TH (9:00 am – 10:15 am): Mylan Park Elementary School

## Purpose of Course

## The purpose of PET 233 is to provide you with the pedagogical competencies to be able to deliver goal-oriented motor activity instruction to children, youth, and adults. Included in the competencies are assessment and measurement skills, the design and presentation of tasks, the safe and effective management of physical education teaching settings, motivational skills, and in-class teaching skills.

## Required Course Materials

Rink, J. (2014). Teaching Physical Education for Learning, Boston: McGraw-Hill. 7th Edition

## LiveText

## As of the Fall 2010 semester, all students enrolled in the Physical Education Teacher Education Program in the College of Physical Activity & Sport Sciences at West Virginia University are required to obtain a LiveText account. This is a one-time purchase that will be used for assessments throughout your program. LiveText includes a student file manager that allows you to store documents, files, videos, etc. and access them from any computer in the world.

***Prerequisite:*** Admission to teacher certification program

***Attendance Policy :*** All class meetings involve written tasks and/or records of class performance. Students must be in attendance to receive points for those tasks. Students who must be absent for university related activities or who arrange with the instructor in advance to be absent for personal reasons may make up missed classroom tasks by completing make-up assignments.

***Social justice:***

West Virginia University is committed to social justice. The instructor of this course concurs

with West Virginia University’s commitment and expects to maintain a positive learning

environment based on open communication and mutual respect. Any suggestions as to how to

further such an environment will be appreciated and given serious consideration.

***Disabilities:***

The West Virginia University community is committed to creating and fostering a positive learning and working environment based on open communication, mutual respect, and inclusion. If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise me and make appropriate arrangements with the Office of Disability Services (293-6700). For more information on West Virginia University’s Diversity, Equity, and Inclusion initiatives, please see http://diversity.wvu.edu.

***Academic honesty:***

The integrity of the classes offered by any academic institution solidifies the foundation of its mission and cannot be sacrificed to expediency, ignorance, or blatant fraud. Therefore, I will enforce rigorous standards of academic integrity in all aspects and assignments of this course. For the detailed policy of West Virginia University regarding the definitions of acts considered to fall under academic dishonesty and possible ensuing sanctions, please see the Student Conduct Code <http://studentlife.wvu.edu/office_of_student_conduct/student_conduct_code>. Should you have any questions about possibly improper research citations or references, or any other activity that may be interpreted as an attempt at academic dishonesty, please see me *before* the assignment is due to discuss the matter.

***Quizzes:***

Quizzes  on  chapter  readings  using  iclicker  will  be  used  to  assess  knowledge  generated from the course readings. You will have two attempts at the quiz. One attempt will be in the lecture using the iclicker. If you meet the qualifying standard of 5 correct answers from 7 multiple choice questions based on the chapter reading then you will be credited with one point to ward your final grade. You will be oriented to iclikcer and the quiz format during first or second class of the 2014 semester. However, if you do not meet the qualifying standard, you will need to retake the quiz. This quiz will be based on a different set of questions and timed (10 minutes) and the second chance will be your last chance to retake the quiz.

***Lecture Reaction***

10 minutes free write essay by the end of the lecture. Criteria are as follows:

i) Written as one or two paragraphs

ii) Three or more facts from the lecture

iii) at least two substantial opinion about the lecture content

***Labs***

Application tasks based on chapter readings and lecture content. These will differ each class and will be posted on Ecampus prior to the class and require you to turn in at the end of the each lab session.

***Simulations***

There are also practical sessions ran by yourselves as students where you peer teach others in your class. This class will be held either Multipurpose room in Health and Physical Activity Building or Turf field in front of the Rec center. Simulation form will be posted on ecampus also. You are required to print the form out and bring it to the class. You will be requested to complete and submit the form to instructor by the end of the each simulation session.

***Clinical Task (School Observation)***

There is observation task at a public school, Mylan Park Elementary School. You will observe a physical education teacher at Mylan teaching students during their physical education class. You will need to complete each observation task while watching the teacher. The observation task form will be posted on eCampus. Like other forms, you will need to print and bring it to the school and complete it.

***Mid-Term Exam***

The Mid-Term Examination will be in two parts.

- Part one will be your responses to two of six essay-based questions, based on the material from units 1 through 7 that will be provided to you two weeks before the date of the exam. You will be allowed to bring in notes to the exam, but these notes have to be placed on one large index card, one for each response. You will then be provided with 20-minutes to write up each of your answers to the two questions under exam conditions.

- Part two of the exam will be a 20 question objective test covering the material from units 1 through 7. The objective test questions will be based on the study guide questions for each chapter and be worth 15 points to your final grade.

***Final Exam***

The Final Examination will be in two parts.

- Part one will be your responses to two of six essay-based questions, based on the material from units 8 through 13 that will be provided to you two weeks before the date of the exam. You will be allowed to bring in notes to the exam, but these notes have to be placed on one large index card, one for each response. You will then be provided with 20-minutes to write up each of your answers to the two questions under exam conditions.

- Part two will be a 20 question objective test covering the material from units 8 through 13. The objective test questions will be based on the study guide questions for each chapter and be worth 15 points to your final grade.

\* Your response to this question will be assessed using the following rubric:

|  |  |  |  |
| --- | --- | --- | --- |
| **Performance**  **Indicator** | **Target**  **(5 points)** | **Acceptable**  **(3 points)** | **Unacceptable**  **(1 points)** |
| **Essay Question Response** | Response is fully developed – student refers/links to the main concepts presented in both lectures and in the course study/learning material and, in addition, provides a critical evaluation/analysis/  perspective into the material considered, possibly using appropriate academic research from outside of the course study material where appropriate | Response is satisfactorily developed – student refers/links to the main concepts presented in both lectures and in the course study/learning material | Response is only partially developed – student fails to or only partially refers/links to the main concepts presented in both lectures and in the course study/learning material |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **G rading Sum m ary** | | | | | | |
| **U nit Title** | **Q uiz** | **Lecture**  **R eaction** | **Laboratory** | **Sim ulation** | **C linical**  **Task** | **Total** |
| **1 A n O rientation to Teaching**  **PE** | /1 | /1 | /2 |  | /3 | /7 |
| **2 Factors that Influence**  **Learning** | /1 | /1 | /3 |  | /3 | /8 |
| **3 D esigning Learning**  **Experiences and Tasks** | /1 | /1 | /2 | /1 | /3 | /8 |
| **4 Task Presentation** | /1 | /1 | /3 | /1 | /3 | /9 |
| **5 C ontent A nalysis and**  **D evelopm ent** | /1 | /1 | /3 | /2 | /3 | /10 |
| **6 D evelopm ent and**  **M aintaining a Learning**  **Environm ent** | /1 | /1 | /2 | /1 | /3 | /8 |
| **7 Teacher Functions D uring**  **A ctivity** | /1 | /1 | /2 | /1 | /3 | /8 |
| **8 Teaching Strategies** | /1 | /1 | /2 | /2 |  | /6 |
| **9 M otivation, Personal**  **G rowth, and Inclusion** | /1 | /1 | /2 | /1 |  | /5 |
| **10 Planning** | /1 | /1 | /2 | /2 |  | /6 |
| **11 A ssessm ent in the**  **Instructional Process** | /1 | /1 | /3 | /2 |  | /7 |
| **12 C ontent-Specific Pedagogy** | /1 | /1 | /2 | /1 |  | /5 |
| **13 The Professional Teacher and the C ontinuous Learner** | /1 | /1 | /1 |  |  | /3 |
| **Mid-Term Exam** |  |  |  |  |  | /15 |
| **Final Exam** |  |  |  |  |  | /15 |
| **M icroteaching** |  |  |  |  |  | /60 |
| **Professionalism** |  |  |  |  |  | /20 |
| **Total** |  |  |  |  |  | /200 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 97-­‐100%            **A+**  94-­‐96%                  **A**  90-­‐93%                  **A-­‐** | 87-­‐89%                  **B+**  84-­‐86%                  **B**  80-­‐83%                  **B-­‐** | 77-­‐79%                  **C+**  74-­‐76%                  **C**  70-­‐73%                  **C**-­‐ | 60-­‐69%                  **D+**  64-­‐66% **D**  60-­‐63% **D-­‐** | Below  59%      **F** |

**Unit 1: An Orientation to Teaching Physical Education**

1. Reading: Rink, J. (2010) *Teaching Physical Education for Learning*. Chapter 1.

2. Study Guide: Answer all the questions for Chapter 1 in the Study Guide.

3. Quiz: Based on readings and study guide; short answer/essay; 5 minute timed

a. Criterion:

i. First try on scheduled day – 5 or more correct answers

ii. Second try – 7 correct answers

4. Lecture: *From Student to Professional*

5. Lecture Reaction: Based on lecture content

a. Free-write essay 10 minute timings b. Criteria:

i) Written as one or two paragraphs

ii) Three or more facts from the lecture

iii) at least two substantial opinion about the lecture content

6. Laboratory:

a. Brainstorming contest on the characteristics of good teaching

i. Minimum criterion: At least five characteristics in each category

b. Video observation: Team contest to correctly identify teaching functions, management and content behavior, and movement tasks

i. Minimum criterion: At least two correct examples in each category

7. Possible Points:

a. Quiz = 1

b. Lecture Reaction = 1 c. Laboratory = 2

d. Clinical Task = 3 e. Total = 7

**Unit 2: Factors that Influence Learning**

1. Reading: Rink, J. (2010) *Teaching Physical Education for Learning*. Chapter 2.

2. Study Guide: Answer all the questions for Chapter 2 in the Study Guide.

3. Quiz: Based on readings and study guide; short answer/essay; 5 minute timed

a. Criterion:

i. First try on scheduled day – 5 or more correct answers

ii. Second try – 7 correct answers

4. Lecture: *What does it take to really learn something?*

5. Lecture Reaction: Based on lecture content

a. Free-write essay 10 minute timings b. Criteria:

i) Written as one or two paragraphs

ii) Three or more facts from the lecture

iii) at least two substantial opinion about the lecture content

6. Laboratory: Team brainstorming contests identifying:

a. Open, closed, discrete, continuous and serial skills

i. Minimum criterion: At least three correct examples in each category

b. Skills appropriate for whole or part instruction

i. Minimum criterion: At least four correct examples in each category

c. Examples of bilateral, intertask, and intratask transfer

i. Minimum criterion: At least two examples in each category

d. Bonus criterion: winning team for the day receives .25 bonus points in addition to the lab points

7. Clinical Task: Live observation of a lesson identifying:

a. The nature of the skills taught

b. Whether whole or part instruction was used for those skills c. Any examples of various types of instruction for transfer

d. Criterion: Analyses of three skills observed in at least one lesson

8. Possible Points:

a. Quiz = 1

b. Lecture Reaction = 1

c. Laboratory = 3

d. Clinical Task = 3

e. Total = 8

**Unit 3: Designing Learning Experiences and Tasks**

1. Reading: Rink, J. (2010) *Teaching Physical Education for Learning*. Chapter 3.

2. Study Guide: Answer all the questions for Chapter 3 in the Study Guide.

3. Quiz: Based on readings and study guide; short answer/essay; 5 minute timed

a. Criterion:

i. First try on scheduled day – 5 or more correct answers

ii. Second try – 7 correct answers

4. Lecture: *Essential Dimensions of Tasks*

5. Lecture Reaction: Based on lecture content

a. Free-write essay 10 minute timings b. Criteria:

i) Written as one or two paragraphs

ii) Three or more facts from the lecture

iii) at least two substantial opinion about the lecture content

6. Laboratory:

a. Team contest to accurately identify elements of the three dimensions of tasks through a video observation

i. Minimum criterion: two correct elements in each dimension ii. Bonus criterion: winning team receives .25 bonus points

b. Team development of instructional tasks for two skills

i. Minimum criterion: All 3 dimensions of tasks must be clearly stated for

each skill

7. Simulation:

a. Team instruction of two additional tasks other than those developed for lab i. Minimum criterion: Must be taught to the rest of class effectively

8. Possible Points:

a. Quiz = 1

b. Lecture Reaction = 1

c. Laboratory = 2 d. Simulation = 1

e. Clinical Task = 3 f. Total = 8

**Unit 4: Task Presentation**

1. Reading: Rink, J. (2010) *Teaching Physical Education for Learning*. Chapter 4.

2. Study Guide: Answer all the questions for Chapter 4 in the Study Guide.

3. Quiz: Based on readings and study guide; short answer/essay; 5 minute timed

a. Criterion:

i. First try on scheduled day – 5 or more correct answers

ii. Second try – 7 correct answers

4. Lecture: *Problems and Principles in Communicating Tasks*

5. Lecture Reaction: Based on lecture content

a. Free-write essay 10 minute timings b. Criteria:

i) Written as one or two paragraphs

ii) Three or more facts from the lecture

iii) at least two substantial opinion about the lecture content

6. Laboratory:

a. Team contest to develop instructional sequences for open skills from less complex, nearly closed conditions to near game-like conditions, with identification of learning cues

i. Minimum criteria

(1) First sequence at least 6 tasks, order increases in complexity, (no competition; accuracy only); Second sequence like first sequence (compete against other teams for speed)

ii. Bonus criterion: winning team receives .25 bonus points

b. Team development of a task presentation strategy for one task related to one instructional sequence developed in a.

i. Minimum criterion: All elements of presentation present and clearly stated

7. Simulation:

a. Team implementation of a task presentation strategy for another task from 6.a. i. Minimum criterion: Must be presented to the rest of class effectively

8. Possible Points:

a. Quiz = 1

b. Lecture Reaction = 1

c. Laboratory = 3 d. Simulation = 1

e. Clinical Task = 3 f. Total = 9

**Unit 5: Content Analysis and Development**

1. Reading: Rink, J. (2010) *Teaching Physical Education for Learning*. Chapter 5.

2. Study Guide: Answer all the questions for Chapter 5 in the Study Guide.

3. Quiz: Based on readings and study guide; short answer/essay; 5 minute timed

a. Criterion:

i. First try on scheduled day – 5 or more correct answers

ii. Second try – 7 correct answers

4. Lecture: *Why This Task? Why This Time?*

5. Lecture Reaction: Based on lecture content

a. Free-write essay 10 minutes timing

b. Criteria:

i) Written as one or two paragraphs

ii) Three or more facts from the lecture

iii) at least two substantial opinion about the lecture content

6. Laboratory:

a. Team contest to recognize extension, refinement or application tasks on a video observation; evaluation of those tasks

i. Minimum criterion: At least four tasks accurately identified

b. Team development of extension, refinement and application tasks for closed and

open skills

i. Minimum criterion: First skill, accuracy only, no competition; second and

third skills, competition between teams for speed

ii. Bonus criterion: Fastest team accurately developing the skills receive .25

bonus points for closed and open skills respectively

7. Simulation:

a. Team instruction of extension, refinement and application tasks for skills selected by instructor, either closed or open

i. Minimum criterion: Must be taught to the rest of the class as mini-lessons

8. Possible Points:

a. Quiz = 1

b. Lecture Reaction = 1 c. Laboratory = 3

d. Simulation = 2

e. Clinical Task = 3

f. Total = 10

**Unit 6: Developing and Maintaining a Learning Environment**

1. Reading: Rink, J. (2010) *Teaching Physical Education for Learning*. Chapter 6.

2. Study Guide: Answer all the questions for Chapter 6 in the Study Guide.

3. Quiz: Based on readings and study guide; short answer/essay; 5 minute timed

a. Criterion:

i. First try on scheduled day – 5 or more correct answers

ii. Second try – 6 or more correct answers

iii. Third and subsequent tries – 7 or more correct answers

4. Lecture: *Earning the Opportunity to Teach*

5. Lecture Reaction: Based on lecture content

a. Free-write essay 10 minute timings b. Criteria:

i) Written as one or two paragraphs

ii) Three or more facts from the lecture

iii) at least two substantial opinion about the lecture content

6. Laboratory:

a. Team contest to identify rules, routines, misbehavior, and strategies used to address discipline problems

i. Minimum criterion: At least six elements identified correctly

ii. Bonus criterion: Team with most elements correctly identified receives

.25 bonus points

b. Team planning and implementation of a mini-lesson with clearly defined

management system

i. Minimum criterion: Elements of management system present and clearly

stated

7. Simulation:

a. Team implementation of mini-lesson for the rest of the class

i. Minimum criterion: Mini-lesson must be taught to the class

8. Clinical Task: Description and implementation of a management system in use in one field experience class.

a. Minimum criterion: Management system must be used in the field experience class

9. Possible Points:

a. Quiz = 1

b. Lecture Reaction = 1 c. Laboratory = 2

d. Simulation = 1

e. Clinical Task = 3

f. Total = 8

**Unit 7: Teacher Functions During Activity**

1. Reading: Rink, J. (2010) *Teaching Physical Education for Learning*. Chapter 7.

2. Study Guide: Answer all the questions for Chapter 7 in the Study Guide.

3. Quiz: Based on readings and study guide; short answer/essay; 5 minute timed

a. Criterion:

i. First try on scheduled day – 5 or more correct answers

ii. Second try – 6 or more correct answers

iii. Third and subsequent tries – 7 or more correct answers

4. Lecture: *Don’t Just Stand There!*

5. Lecture Reaction: Based on lecture content

a. Free-write essay 10 minute timings b. Criteria:

i) Written as one or two paragraphs

ii) Three or more facts from the lecture

iii) at least two substantial opinion about the lecture content

6. Laboratory:

a. Team contest to identify feedback examples and task modifications on a video taped lesson

i. Minimum criterion: At least three feedbacks and two task modifications

ii. Bonus criterion: Team with most identifications receives .25 bonus points

b. Team development of mini-lesson to demonstrate feedback types and task modifications

i. Minimum criterion: Mini-lesson elements must be present and clearly stated

7. Simulation:

a. Team implementation of mini-lesson with rest of class using specific feedback

types and task modifications

i. Minimum criterion: Rest of class must recognize feedback types and task

modifications

8. Clinical Task:

a. Field experience teacher evaluation of student to identify feedback use and task modifications

i. Minimum criterion: Field experience teacher must attest to correct use of feedback and task modifications

9. Possible Points

a. Quiz = 1

b. Lecture Reaction = 1 c. Laboratory = 2

d. Simulation = 1

e. Clinical Task = 3

f. Total = 8

**Unit 8: Teaching Strategies**

1. Reading: Rink, J. (2010) *Teaching Physical Education for Learning*. Chapter 8.

2. Study Guide: Answer all the questions for Chapter 8 in the Study Guide.

3. Quiz: Based on readings and study guide; short answer/essay; 5 minute timed

a. Criterion:

i. First try on scheduled day – 5 or more correct answers

ii. Second try – 6 or more correct answers

iii. Third and subsequent tries – 7 or more correct answers

4. Lecture: *Strategy Selection: Implications and Evaluation*

5. Lecture Reaction: Based on lecture content

a. Free-write essay 10 minute timings b. Criteria:

i) Written as one or two paragraphs

ii) Three or more facts from the lecture

iii) at least two substantial opinion about the lecture content

6. Laboratory:

a. Team contest to identify and evaluate different strategies on a video observation i. Minimum criterion: At least three accurate identifications

b. Team development of mini-lessons demonstrating different strategies

i. Minimum criterion: All strategies correctly described and clearly stated

7. Simulation:

a. Team implementation of selected teaching strategies in mini-lesson using rest of

class

i. Minimum criterion: Other teams must identify selected strategy

8. Clinical Task:

a. Field experience teacher evaluation of student using at least two different

teaching strategies

i. Minimum criterion: Field experience teacher must favorably evaluate at

least two lesson strategies

9. Possible Points:

a. Quiz = 1

b. Lecture Reaction = 1

c. Laboratory = 2 d. Simulation = 2

e. Total = 6

**Unit 9: Motivation, Personal Growth and Inclusion**

1. Reading: Rink, J. (2010) *Teaching Physical Education for Learning*. Chapter 9.

2. Study Guide: Answer all the questions for Chapter 9 in the Study Guide.

3. Quiz: Based on readings and study guide; short answer/essay; 5 minute timed

a. Criterion:

i. First try on scheduled day – 5 or more correct answers

ii. Second try – 6 or more correct answers

iii. Third and subsequent tries – 7 or more correct answers

4. Lecture: *Why Should Anyone Want to do This Stuff?*

5. Lecture Reaction: Based on lecture content

a. Free-write essay 10 minute timings b. Criteria:

i) Written as one or two paragraphs

ii) Three or more facts from the lecture

iii) at least two substantial opinion about the lecture content

6. Laboratory:

a. Team observation of two video lessons to assess their motivational characteristics i. Minimum criterion: Accurate identification and evaluation of motivational

characteristics of two lessons

b. Team development of mini-lessons to demonstrate selected motivational

strategies

i. Minimum criterion: Strategy must be favorably evaluated by another team

7. Simulation:

a. Team mini-lessons using selected motivational strategies with rest of class

i. Minimum criterion: Other teams must recognize motivational strategy

8. Clinical Task:

a. Field experience teacher observation and evaluation of the motivational characteristics of at least one lesson

i. Minimum criterion: Field experience teacher must favorably evaluate the motivational strategies used in one lesson

9. Possible Points:

a. Quiz = 1

b. Lecture Reaction = 1 c. Laboratory = 2

d. Simulation = 1

e. Total = 5

**Unit 10: Planning**

1. Reading: Rink, J. (2010) *Teaching Physical Education for Learning*. Chapter 10.

2. Study Guide: Answer all the questions for Chapter 10 in the Study Guide.

3. Quiz: Based on readings and study guide; short answer/essay; 5 minute timed

a. Criterion:

i. First try on scheduled day – 5 or more correct answers

ii. Second try – 6 or more correct answers

iii. Third and subsequent tries – 7 or more correct answers

4. Lecture: *Turning the ‘Paper’ Curriculum into the ‘Functional’ Curriculum*

5. Lecture Reaction: Based on lecture content

a. Free-write essay 10 minute timings b. Criteria:

i) Written as one or two paragraphs

ii) Three or more facts from the lecture

iii) at least two substantial opinion about the lecture content

6. Laboratory:

a. Team development of a unit plan and a sample lesson plan for selected physical education activities

i. Minimum criterion: Accurate identification and inclusion of all necessary elements in the plans

7. Simulation:

a. Teaching of the lesson plan designed in the lab to the rest of the class; appropriate

evaluation and modification of lesson plan following lesson

i. Minimum criterion: Accurate evaluation and modification of plan

8. Clinical Task:

a. Individual development of a unit plan and sample lesson plans that relate to a

microteaching or field experience activity

i. Minimum criterion: Accurate inclusion of all necessary elements in plan

9. Possible Points:

a. Quiz = 1

b. Lecture Reaction = 1 c. Laboratory = 2

d. Simulation = 2

e. Total = 6

**Unit 11: Assessment in the Instructional Process**

1. Reading: Rink, J. (2010) *Teaching Physical Education for Learning*. Chapter 11.

2. Study Guide: Answer all the questions for Chapter 11 in the Study Guide.

3. Quiz: Based on readings and study guide; short answer/essay; 5 minute timed

a. Criterion:

i. First try on scheduled day – 5 or more correct answers

ii. Second try – 6 or more correct answers

iii. Third and subsequent tries – 7 or more correct answers

4. Lecture: *Let’s Get Real About Assessment*

5. Lecture Reaction: Based on lecture content

a. Free-write essay 10 minute timings b. Criteria:

i) Written as one or two paragraphs

ii) Three or more facts from the lecture

iii) at least two substantial opinion about the lecture content

6. Laboratory:

a. Team assessment of reliability and validity of assessment instruments

i. Minimum criterion: Selection of valid measurement of behavior problem;

mean team interobserver agreement = .80

ii. Bonus criterion: Highest team interobserver agreement receives .25 bonus

points

b. Team development of checklists, rating scales, and rubrics

i. Minimum criterion: Each checklist, rating scale, and rubric accurately described and clearly stated

c. Team design of grading system

i. Minimum criterion: All elements of grading system accurately described

and clearly stated

7. Simulation:

a. Team instruction of lesson to rest of class using either checklist, rating scale, or rubric for assessment purposes

i. Minimum criterion: Other teams accurately identify the assessment method used

8. Clinical Task:

a. Individual planning and implementation of student assessment strategies in field

experience placements

i. Minimum criterion: Instructor’s favorable evaluation of assessments used

9. Possible Points:

a. Quiz = 1

b. Lecture Reaction = 1 c. Laboratory = 3

d. Simulation = 2

e. Total = 7

**Unit 12: Content-Specific Pedagogy**

1. Reading: Rink, J. (2010) *Teaching Physical Education for Learning*. Chapter 12.

2. Study Guide: Answer all the questions for Chapter 12 in the Study Guide.

3. Quiz: Based on readings and study guide; short answer/essay; 5 minute timed

a. Criterion:

i. First try on scheduled day – 5 or more correct answers

ii. Second try – 6 or more correct answers

iii. Third and subsequent tries – 7 or more correct answers

4. Lecture: *Teaching Effective Game Play*

5. Lecture Reaction: Based on lecture content

a. Free-write essay 10 minute timings b. Criteria:

i) Written as one or two paragraphs

ii) Three or more facts from the lecture

iii) at least two substantial opinion about the lecture content

6. Laboratory:

a. Team contest in planning a series of tasks for selected skills in two specific sport activities in each stage of game skill development; no competition for first skill; competition for second skill based on speed

i. Minimum criterion: Correct selection of tasks at each stage for each skill

ii. Bonus criterion: Winning team in second skill receives .25 points

7. Simulation:

a. Team instruction of series of tasks at each stage of game skill development to the rest of class

i. Minimum criterion: Other teams must be able to identify tasks and explain why they are appropriate to a particular stage

8. Clinical Task:

a. Individual planning of a series of tasks for selected skills in each stage of game

skill development for specific sport activities selected by field experience instructor

i. Minimum criterion: Instructor evaluation that tasks are feasible; course instructor evaluation that tasks are stage-appropriate

9. Possible Points:

a. Quiz = 1

b. Lecture Reaction = 1 c. Laboratory = 2

d. Simulation = 1

e. Total = 5

**Unit 13: The Professional Teacher and the Continuous Learner**

1. Reading: Rink, J. (2010) *Teaching Physical Education for Learning*. Chapter 13.

2. Study Guide: Answer all the questions for Chapter 13 in the Study Guide.

3. Quiz: Based on readings and study guide; short answer/essay; 5 minute timed

a. Criterion:

i. First try on scheduled day – 5 or more correct answers

ii. Second try – 6 or more correct answers

iii. Third and subsequent tries – 7 or more correct answers

4. Lecture: *Meeting the Standards*

5. Lecture Reaction: Based on lecture content

a. Free-write essay 10 minute timings b. Criteria:

i) Written as one or two paragraphs

ii) Three or more facts from the lecture

iii) at least two substantial opinion about the lecture content

6. Laboratory:

a. Team evaluation of the conduct of teachers

i. Minimum criterion: Logical connection between evaluation and

professional standards

7. Clinical Task:

a. Reflective observation of your own teaching episode

i. Minimum criterion: Reasonable concurrence with field experience

instructor’s evaluation of same lesson

b. Development of a teaching portfolio from microteaching

i. Minimum criterion: Plans for inclusion of materials for all standards;

submission of portfolio including materials for at least 5 standards

8. Possible Points:

a. Quiz = 1

b. Lecture Reaction = 1 c. Laboratory = 1

e. Total = 3

**Microteaching Assignment**

**Instructor:** Adam B. Katchmarchi

**E-mail Address:** adam.katchmarchi@mail.wvu.edu

**Phone (Office):** (304) 293-0848

**Mylan Park Advisor:** Gentry Shrewsbury

**E-mail Address:** glshrewsbury@mix.wvu.edu

**Phone (Mylan Park):**(304) 983-7700

**Office Hours:** Monday, Wednesday – 2:00-3:30pm

Tuesday – 1:00-2:00pm

**Text:** SPARK curriculum for grades K-2 and 3-6

**Equipment:** Whistle and Wrist Watch /Stop Watch (you need to know when your 7 minutes are up!)

**Assignment Information:**

**Mylan Class Time:** Tuesdays and Thursdays, 9:00-10:15 a.m. Remember, you must be at Mylan Park Elementary by 8:50 each Tuesday or Thursday or you will not be permitted to teach. No teaching = a zero in the grade book.

**Class Roles:**

Each Microteaching day you will have a specific role (See Mylan Park Microteaching Schedule)

• Primary Teacher

• Videotape Assistant

**Role Responsibilities:**

**Primary Teacher**

**Prior to Teaching Day:**

1. Approve lesson plan by the course instructors:

a. E-mail lesson plan to Gentry (Mylan Park PE Teacher) & Adam by Friday at noon

for Tuesday’s class & Monday at noon for Thursday’s class. If lesson plans are e-

mailed the day before you teach, you will not be allowed to teach and thus lose all

40 teaching day points. For example, if you are teaching on Tuesday and sent your lesson plan on Monday, you will lose your teaching which cause losing all teaching points.

b. Please e-mail your lesson plan using the following format

in the subject line of your e-mail- First name\_Last name\_mm-dd Lesson Type (i.e., “Peyton\_Manning\_11-14 \_Game”)

c. Adam or Gentry will e-mail you back if anything needs to be changed. Otherwise, assume your lesson plan is OK. Any questions that you have regarding the content of a lesson you have been assigned to teach, please direct your questions

to your Mylan Park advisor. However, DO NOT wait until the last minute to ask.

Procrastination leads to disaster.

d. Once changes have been made, print a copy & bring to the school the day of teaching.You must have a copy of your lesson with you.

**Teaching Day:**

2. Arrive at Mylan Park at least 15 minutes prior to the beginning of the lesson (remember, be there by 8:50) to set up equipment, ask any questions, get LP signed by Gentry, and then give to Adam.

3. The teachers shall provide the instructor with a clean, typed copy of the updated lesson

plan. Have Gentry approve/sign it, and then give to Adam. Notes will be made on your lesson plans as you teach that day.

4. The teachers shall also prepare an SD card, which will be needed to video record the lesson during one of the teaching sections.

**After the Lesson:**

5. Reflection – Teacher shall e-mail a reflection of the video analysis on the teaching day to your university supervisor labeled in the same way as the submitted lesson plan.(i.e., Peyton\_Manning\_11-14\_Game\_ Reflection). The reflection should follow the provided format and may include anything from the lesson itself (i.e., thoughts, feelings, questions, problems, etc.). The video reflections are due by 8:30 a.m. the day following your teaching day (Wednesdays and Fridays).

**Videotape Assistant**

**Prior to Teaching Day:**

1. Contact Sherry Binion by e-mail [(sbinion@mail.wvu.](mailto:sbinion@mail.wvu.edu)edu) or in person at the Coliseum to sign up for the video camera and wireless microphone. You will need to tell her the dates and times you need the camera. Suggestion: Sign it out the afternoon before you teach.

2. Take the necessary equipment (camera & wireless microphone) from the Coliseum prior

to arriving at Mylan Park Elementary School.

3. Make sure the necessary equipment is ready to operate (full batteries) and know how to

operate it (ask Sherry for instructions if you do not know how to operate the equipment). Do not come to Mylan asking questions regarding how to operate the equipment. You will be sorely disappointed at the lack of assistance you will receive.

**Teaching Day:**

4. Arrive at Mylan Park at least 15 minutes prior to the beginning of the lesson, set up the equipment and make sure it functions properly. Get SD cards from each of the 6 teachers before teaching begins.

5. Video record the sections you are assigned to (according to the schedule), using SD cards

provided by the teacher of each section.

6. At the beginning of the lesson segment, state the teacher’s name & the date of

observation in the microphone.

7. Inform Adam at the end of class of anyone who does not bring their SD card to class. You

will not be doing your peers any favors by not reporting that they did not give you an SD

card, and you will have points deducted from your grade for not doing so.

**Additional Assignments: Developmental Portfolio:**

By the end of the semester, each student is required to submit an electronic portfolio on

LiveText), which should include the following:

1. Include one item for each of the six NASPE Standards for Initial Preparation of Physical

Education Teachers .

2. This must include:

a. One lesson plan with instructor’s comments (scanned into LiveText as a document). This should be the best lesson you have taught. Include another document stating why this was your best lesson.

b. One reflection (scanned into LiveText as a document). Include another document

stating what you learned from this experience in the following areas:

i. Classroom management

ii. Student behaviors

iii. New thoughts on teaching not learned in classroom

iv. Teaching strengths

v. Teaching weaknesses

3. SD card with all lessons taught one after the other (turn into Mr. Katchmarche along with electronic portfolio).

4. Microteaching overall summary sheet (thoughts, feelings on teaching, did you improve,

how will you improve, did this experience give you an idea of what grade you would like to teach, etc.). The overall summary sheet should be two pages in length. This is not structured but encourages you to reflect on any aspect of your teaching throughout the semester. Send via e-mail to Mr. Katchmarche (type summary in Microsoft Word and put on LiveText as well as email to Jun). Due same date as portfolio.

**Professionalism:**

1. As a professional teacher, you are required to be on time, ready to teach, have a good attitude, and wear the appropriate attire. The only attire permitted at Mylan Park Elementary is WVU PETE polo shirts and khaki style pants. Any type of pant other than the khaki type will not be permitted under any circumstance. If you come dressed inappropriately to teach, video, or observe you will lose all of your points for that day. No hats (including observation days).

2. You are teaching actual elementary students. Everything you do and say can have a direct

impact on your students. Absolutely do not use profanity, talk in a demeaning or gossipy way to your peers about students, etc. Do not answer or make cell phone calls (silence phones). Texting is not permitted either.

3. This is not a class, it is a job! If you must miss a class, you need to notify Mr.

Katchmarche by email or by cell phone.

4. Each time you miss Mylan Park for an unexcused absence, you not only lose the points

for that day, and you also lose 10% of your entire Mylan Park grade.

**Grading:**

1. Primary Teacher:

a. 40 points (10 planning, 15 teaching, 15 video analysis) each time

2. Videotape Assistant:

a. 5 points each time

4. Portfolio:

a. 15 points

**Total Mylan Park points:** 60 points

The Mylan Park grade is about 1/3 of your entire PET 233 grade**.**

**\* Your lesson plan will be assessed using the following rubric**

|  |  |  |  |
| --- | --- | --- | --- |
| **Performance**  **Indicator** | **Target**  **(5 points)** | **Acceptable**  **(3 points)** | **Unacceptable**  **(1 point)** |
| **Intended**  **Learning Outcomes** NASPE 3.1 Design and implement short- and long- term plans that are linked to program and instruction goals, as well as a variety of student needs. | TC establishes realistic  lesson objectives that align with unit objectives and national and state content standards in PE, all which are measurable. | TC establishes realistic  lesson objectives that align with unit objectives and national and state content standards in PE, with the majority being measurable. | TC sets lesson objectives  that are unrealistic, cannot be measured, and/or are poorly aligned. |
| **Safety and** **Behavioral Considerations**  NASPE 3.4 Plan for and manage resources to provide active, fair and equitable learning experiences. | TC describes safety issues  and behavioral contingencies in lesson plan and fully explains details of managerial rules, routines, and transitions. | TC describes safety issues  and behavioral contingencies in lesson plan, but includes limited details of managerial rules, routines, and transitions. | TC does not adequately  account for safety issues and behavioral contingencies in lesson planning. |
| **Task** **Progressions**  NASPE 3.3 Design and implement content that is aligned with lesson objectives. | TC develops progressive  task sequences that align with lesson objectives and includes informing, extending, refining and applying tasks as appropriate to maximize student learning and meet diverse student needs. | TC develops task  sequences that align with lesson objectives and include informing, extending, refining and applying tasks as appropriate to meet diverse student needs. | TC has not fully developed  appropriate task progressions. |
| **Teacher**  **Communication** NASPE 3.5 Plan and adapt instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionalities. | TC plans detailed  appropriate verbal explanation and demonstration for instructional tasks to maximize student learning and adapted to meet diverse student needs. | TC plans appropriate verbal  explanation and demonstration for instructional tasks (e.g., instructional cues, CFU) adapted to meet diverse student needs. | TC does not adequately  describe plans of verbal explanation and demonstration for instructional tasks (e.g., too lengthy, incomplete, and/or unorganized) |

**\* Your reflection will be assessed using the following rubric**

|  |  |  |  |
| --- | --- | --- | --- |
| **Performance**  **Indicator** | **Target**  **(5 points)** | **Acceptable**  **(3 points)** | **Unacceptable**  **(1 point)** |
| **Post-Lesson** **Reflection**  NASPE 5.3 Use the reflective cycle to implement change in teacher performance, student learning and/or instruction goals and decisions. | TC post-lesson reflection  accurately describes  teacher and learner behaviors, critically analyzes instructional decisions, and plans modification for future instructional episode to maximize student learning. | TC post-lesson reflection  accurately describes  teacher and learner behaviors, and plans modification for future instructional episode to maximize student learning. | TC post-lesson reflection  does not accurately  describe teacher and learner behaviors or include plans for future modifications. |

The responsibilities of the supervising teacher and the student intern are herein described:

**Supervising Teacher Responsibilities**

1. Provide opportunities for student interns to complete clinical tasks in a timely manner.

These clinical tasks often require students to have teaching opportunities with small groups of students, and sometimes require students to teach entire lessons and manage the entire class.

2. Be available to the student for feedback and guidance as they seek to develop their teaching skills. Some clinical tasks require evaluations of the intern’s performance. For all clinical tasks we desire that interaction would take place between the supervising teacher and the intern in order to enhance the professional value of the experience.

3. Sign all clinical tasks completed by the intern, sign the attendance verification form every time the intern attends the assigned classes, and evaluate the intern at the conclusion of the semester using a standard rating scale.

4. Use the student intern to assist in any aspects of the physical education classes that would enhance their own professional development and prosper the children in the classes.

5. Communicate any problems with interns to the instructors of this course in a timely way.

**Student Intern Responsibilities**

1. Arrive at the assigned classes in a timely manner (normally about 10 minutes before the class begins) dressed in professionally appropriate attire, prepared for the responsibilities in the class that have been assigned.

2. Display conduct which is professionally appropriate, communicating a seriousness about our subject matter and about the responsibilities required of an effective physical education teacher, demonstrating respect for supervising teachers, school staff, and children, and representing West Virginia University in a way that would enhance the relationship that the university enjoys with the local schools.

3. Meet all assigned classes through the last week of the WVU semester, missing only for illness or other serious emergencies. (Interns must call the supervising teacher *and* the course instructor any time it will be necessary to miss class.)

4. Complete all clinical tasks in a timely manner (i.e., by the due date). This will requirecommunicating with the supervising teacher early enough for appropriate plans to be made in the teaching schedule for the completion of the tasks. Some clinical tasks require the involvement of the supervising teacher.

5. Communicate in a timely way with the supervising teacher and/or the course instructor any times there are problems in the field experience placement.

6. Have the Field Experience Attendance Verification Form signed by the supervising teacher each time an assigned class is attended. (Signatures only, no initials). Have the supervising teacher fill out and sign the Intern Appraisal Form during the last week of the assignment, receive feedback from the supervising teacher related to the form, and return the form to the course lab instructor.

**West Virginia University**

**Physical Education Teacher Education**

**Key Assessment 7: Professionalism Assessment**

**Teacher Candidate: Faculty Member:**

**Course No. and Title: Semester and Year:**

**Description**

This set of rubrics is designed to assess the performance of West Virginia University teacher candidates during each semester of the physical education teacher education program. The rubrics are aligned with Standard 6 Professionalism (physical education teacher candidates demonstrate dispositions that are essential to becoming effective professionals) of the NASPE/NCATE Initial Physic al Education Teacher Education Standards. The related professional dispositions are first introduced to teacher candidates during the PET 167 Introduction to PE course prior to program admission. An overview of the professional assessment and remediation process are also included in the letter of program admission. Following program admission, the rubrics are attached to all course syllabi within the major and teacher candidates are assessed each semester to determine progress and provide feedback. The professionalism assessment contributes ten (10) percent to the final grade in every course within the major. A teacher candidate earning a score of “Unacceptable” in any area would be called for a meeting with the program faculty to discuss the problem dispositions prior to the end-of-the-semester. The teacher candidate would be allotted the following semester to remediate deficiencies (by scoring “Acceptable” performance or better in all areas) – the consequence for not remediating would be removal from the program. Instructors and clinical supervisors should provide teacher candidates with feedback aimed at helping them achieve “Acceptable” performance or better on a regular basis, using the described functions as a basis.

|  |  |  |
| --- | --- | --- |
| **Target (10 points)** | **Acceptable (8 points)** | **Unacceptable (6 points)** |
| Target performance. Teacher candidate demonstrates behaviors that would result in a recommendation without reservation for placement in the schools (no problem behaviors or inconsistencies). | Acceptable performance. Teacher candidate demonstrates behaviors that would result in a recommendation with some reservation for placement in the schools (a problem or inconsistency with one indicator or behavior). | Unacceptable performance. Teacher candidate demonstrates behaviors that would result in no recommendation for placement in the schools (a problem with two or more indicators or behaviors). |

In addition to scoring teacher candidate performance in each area, course instructors and clinical supervisors are strongly encouraged to use the spaces provided for narrative descriptions of performance. These descriptions provide teacher candidates with valuable feedback to help them understand scoring decisions and improve their performance. This additional level of documentation is required for any area in which the teacher candidate is rated as “Unacceptable” or “Acceptable” by the cooperating teacher and/or university supervisor to specify the problem or inconsistent behavior(s).

**Teacher candidate responsibility**

Teacher candidates should familiarize themselves with the rubrics and work toward “Acceptable” performance or better in all areas. Teacher candidates should seek formal observations from course instructors and clinical supervisors, engage in ongoing self- assessment of performance related to the rubrics, and plan for improvement of performance based on self-reflection and feedback received. In addition, teacher candidates who are contacted with respect to the need for a professionalism meeting should respond to the request in a timely manner, attend on time and prepared to communicate their point-of-view, and work with the academic advisor after the meeting to identify more effective self-management strategies if the identified problems persist.

**Course Instructor and Clinical Supervisor Responsibilities**

Course instructors and clinical supervisors should formally and informally observe teacher candidates on a regular basis, participate in periodic discussions with teacher candidates, complete the rubrics on every teacher candidate in their courses within the major. At the of the semester, faculty members teaching within each block (Curriculum and Instruction, Elementary, Middle, Secondary, Summer Capstone) will meet to compare ratings and reach a consensus of agreement regarding each teacher candidate’s performance. Given the relationship of these rubrics to program continuation, it is critical that course instructors and clinical supervisors provide written documentation pertaining to any area in which the teacher candidate is rated as “Unacceptable” or “Acceptable.” The designated faculty member should complete the digital version of the rubric in LiveText ([www.livetext.com](http://www.livetext.com/)) at the end of the semester in advance of any scheduled professionalism meetings (at which faculty attendance is mandatory for everyone teaching in the related semester or block).

**Standard 6: Professionalism**

***Teacher candidates demonstrate dispositions that are essential to becoming effective professionals. Demonstrated through interactions with course instructors and clinical supervisors.***

**NASPE 6.1: Demonstrate behaviors that are consistent with the belief that all students can become physically educated individuals**

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| --- | --- | --- |
| **10** | **Target performance.** Teacher candidate demonstrates behaviors that would result in a recommendation without reservation for placement in the schools (no problem behaviors or inconsistencies). | **Instructor Rating**  Target   Acceptable  Unacceptable |
| **8** | **Acceptable performance.** Teacher candidate demonstrates behaviors that would result in a recommendation  with some reservation for placement in the schools (a problem or inconsistency with one indicator or behavior). |
| **6** | **Unacceptable performance.** Teacher candidate demonstrates behaviors that would result in no recommendation  for placement in the schools (a problem with two or more indicators or behaviors). |

**Related Professional Behaviors1**

 Provides equal amounts of feedback to students regardless of skill levels

 Encourages all students to participate

 Equitable opportunities are provided for participation in drills, games, or physical activities

 Makes adaptations in lessons for underperforming students

 Sets high expectations for all students

 Demonstrates enthusiasm for teaching and for the profession

**Comments:**

**NASPE 6.3: Demonstrate behaviors that are consistent with the professional ethics of highly qualified teachers**

|  |  |  |
| --- | --- | --- |
| **10** | **Target performance.** Teacher candidate demonstrates behaviors that would result in a recommendation  without reservation for placement in the schools (no problem behaviors or inconsistencies). | **Instructor Rating**  Target   Acceptable  Unacceptable  |
| **8** | **Acceptable performance.** Teacher candidate demonstrates behaviors that would result in a recommendation  with some reservation for placement in the schools (a problem or inconsistency with one indicator or behavior). |
| **6** | **Unacceptable performance.** Teacher candidate demonstrates behaviors that would result in no recommendation for placement in the schools (a problem with two or more indicators or behaviors). |

**Related Professional Behaviors2**

 Dress meets or exceeds requirements of the school and/or university

 Maintains confidentiality regarding colleagues, students and families

 Fosters an environment in which all students are respectful of one another

 Maintains professional relationships with students in and out of the school setting

 Demonstrates responsibility and accountability

 Demonstrates professional speech and conduct

 Completes course work and instructional activities with honesty and integrity

 Responds appropriately to professional feedback

 Maintains ethics in documentation and interactions with others

 Accurately represents sources in all academic and professional writing

**Comments:**

**NASPE 6.4: Communicate in ways that convey respect and sensitivity3**

|  |  |  |
| --- | --- | --- |
| **10** | **Target performance.** Teacher candidate demonstrates behaviors that would result in a recommendation  without reservation for placement in the schools (no problem behaviors or inconsistencies). | **Instructor Rating**  Target   Acceptabl  Unacceptable  |
| **8** | **Acceptable performance.** Teacher candidate demonstrates behaviors that would result in a recommendation  with some reservation for placement in the schools (a problem or inconsistency with one indicator or behavior). |
| **6** | **Unacceptable performance.** Teacher candidate demonstrates behaviors that would result in no recommendation for placement in the schools (a problem with two or more indicators or behaviors). |

**Related Professional Behaviors3**

 Teaches using culturally sensitive approaches

 Demonstrates respect for cultural differences

 Creates a classroom atmosphere that is inclusive

 Does not use "put downs" or inappropriate sarcasm while teaching

 Respects peers and instructors

 Perceives how one's behavior affects others

 Interprets feedback and understands others' responses to their actions

 Appropriately expresses concerns or complaints about peers and instructors

 Communicates clearly and effectively with peers, instructors and supervisors

 Demonstrates equitable treatment for all students

**Comments:**

***Tentative Schedule***

|  |  |  |
| --- | --- | --- |
| Week 1 | M 8/18 | Introduction |
| T | No class |
| W | Introduction to Micro-teaching at Mylan Park Elementary School (Adam, Katchmarchi) |
| TH | No class |
| F | Unit 1: Lecture 1 & Quiz 1 |
| Week 2 | M 8/25 | Unit 2: Lecture 2 & Quiz 2 |
| T | No class |
| W | Unit 1 & 2 Lab |
| TH | School Observation and Completion of Observation Task 1 & 2 |
| F | Unit 3 : Lecture 3 and Quiz 3 |
| Week 3 | M 9/1 | No Class |
| T | No class |
| W | Unit 3 Lab |
| TH | School Observation and Completion of Observation Task 3 |
| F | Unit 3 Simulation |
| Week 4 | M 9/8 | Unit 4 Lecture & Quiz 4 |
| T | No class |
| W | Unit 4 Lab |
| TH | School Observation and Completion of Observation Task 4 |
| F | Unit 4 Simulation |
| Week 5 | M 9/15 | Unit 5 Lecture & Quiz 5 |
| T | No Class |
| W | Unit 5 Lab A |
| TH | School Observation and Completion of Observation Task 5 |
| F | Unit 5 Lab B |
| Week 6 | M 9/22 | Unit 5 Simulation A |
| T | No Class |
| W | Unit 5 Simulation B |
| TH | No Class |
| F | Unit 6 Lecture & Quiz 6 |
| Week 7 | M 9/29 | Unit 6 Lab |
| T | No Class |
| W | Unit 6 Simulation |
| TH | School Observation and Completion of Observation Task 6 |
| F | No Class |
| Week 8 | M 10/6 | Unit 7 Lecture and Quiz 7 |
| T | No Class |
| W | Unit 7 Lab |
| TH | School Observation and Completion of Observation Task 7 |
| F | Unit 7 Simulation |
| Week 9 | M 10/13 | Fall recess |
| T | Fall recess |
| W | Unit 8 Lecture and Quiz 8 |
| TH | Micro-teaching (Warm-up) |
| F | Unit 8 Lab A |
| Week 10 | M 10/20 | Unit 8 Lab B |
| T | Micro-teaching (Warm-up) |
| W | Unit 8 Simulation A |
| TH | Micro-teaching (Skill A) |
| F | Unit 8 Simulation B |
| Week 11 | M 10/27 | Unit 9 Lecture and Quiz 9 |
| T | Micro-teaching (Skill A) |
| W | Unit 9 Lab |
| TH | Micro-teaching (Skill B) |
| F | Unit 9 Simulation |
| Week 12 | M 11/3 | Unit 10 Lecture & Quiz 10 |
| T | No Class |
| W | Unit 10 Lab A |
| TH | Micro-teaching (Skill B) |
| F | Unit 10 Lab B |
| Week 13 | M 11/10 | Unit 10 Simulation A |
| T | Micro-teaching (Game A) |
| W | Unit 10 Simulation B |
| TH | Micro-teaching (Game A) |
| F | Unit 11 Lecture & Quiz 11 |
| Week 14 | M 11/17 | Unit 11 Lab |
| T | Micro-teaching (Game B) |
| W | Unit 11 Simulation A |
| TH | Micro-teaching (Game B) |
| F | Unit 11 Simulation B |
| Week 15 | M 11/24 | Thankgiving Recess |
| T | Thankgiving Recess |
| W | Thankgiving Recess |
| TH | Thankgiving Recess |
| F | Thankgiving Recess |
| Week 16 | M 12/1 | Unit 12 Lecture & Quiz 12 |
| T | Micro-teaching (Fitness) |
| W | Unit 12 Lab & Simulation |
| TH | Micro-teaching (Fitness) |
| F | Unit 13 Lecture & Quiz 13 |
| Week 17 | M 12/8 | Final Exam (TBD) |
| T | Final Exam (TBD) |
| W | Final Exam (TBD) |
| TH | Final Exam (TBD) |
| F | Final Exam (TBD) |