

Dewar College of Education and Human Services
Valdosta State University
Department of Kinesiology & Physical Education

KSPE 3401
Instructional Planning and Evaluation
3 SEMESTER HOURS

Guiding Principles (DEPOSITS)

(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

InTASC Model Core Teacher Standards*

(To be used for all teacher preparation program courses. Identify those that apply specifically to this course.)

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

*Council of Chief State School Offices, (2013, April). InTASC model core teacher standards and learning progressions for teachers 1.0. Retrieved from http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf

Standard 3: Planning and Implementation

Physical education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state, and national standards to address the diverse needs of all students.

Elements – Teacher candidates will:

3.1 Design and implement short and long term plans that are linked to program and instructional goals as well as a variety of student needs.

3.2 Develop and implement appropriate (e.g., measurable, developmentally appropriate, performance based) goals and objectives aligned with local, state, and /or national standards.

3.3 Design and implement content that is aligned with lesson objectives.

3.7 Demonstrate knowledge of current technology by planning and implementing learning experiences
Positively Impacting Learning Through Evidence-Based Practices

that require students to appropriately use technology to meet lesson objectives.

Standard 5: Impact on Student Learning

Physical education teacher candidates utilize assessments and reflection to foster student learning and inform instructional decisions.

Elements – Teacher candidates will:

- 5.1 Select or create appropriate assessments that will measure student achievement of goals and objectives.
- 5.2 Use appropriate assessments to evaluate student learning before, during, and after instruction.

COURSE DESCRIPTION

Provides the student with pertinent information relative to basic instructional and planning methodologies, basic statistics, data analysis, assessment and evaluation procedures and instruments across the psychomotor, cognitive, and affective domains, and the application of this content within the health and physical education setting.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

edTPA Handbook.

All other required texts will be available through BlazeView

Recommended Resources:

Baumgartner, T., Jackson, A., Mahar, M., & Rowe, D. (2007). *Measurement for evaluation: In physical education & exercise science* (8th ed.). New York: McGraw Hill.

COURSE OBJECTIVES

The students will be able to:

1. Develop content-specific, department-formatted lesson plans and commonly accepted assessments (related to physical education and health) that address diverse learners' prior knowledge; learners' personal, community, and cultural assets; academic language; learning activities; and learning outcomes, as prescribed by edTPA and Standard requirements. (InTASC S4, S7) (NASPE 3.1, 3.2, 3.3) (GA PSC 3.0101, 3.0102, 3.0103) (CPL_{1.3}, CPL_{2.2}, DL_{2.2}, TL_{1.2}, AL_{2.1}, AL_{2.2}, AL_{2.3})
***Activities/Assignments: class readings, discussion, participation, assignments and lectures**
Assessments: lesson plans
2. Determine the relationship between and across long-range (annual planning), unit planning, and developing daily lesson plans. (InTASC S7) (NASPE 3.1, 3.2, 3.3) (GA PSC 3.0101, 3.0102, 3.0103) (CPL_{1.3})
***Activities/Assignments: class readings, discussion, participation, assignments and lectures**
Assessments: lesson plans, curriculum plan, and unit plan
3. Characterize the three learning domains associated with physical education and analyze them from the perspective of different school settings and teaching situations. (InTASC S4)
***Activities/Assignments: class readings, discussion, participation, assignments and lectures**
Assessments: initial considerations per unit, curriculum plan, unit plan, edTPA project, Analysis Project/Final
4. Create assessments in three learning domains in accordance with standard test construction practices. (InTASC S5, S6) (NASPE 5.1) (GA PSC 5.0101) (AL_{2.1}, AL_{2.2}, AL_{2.3}, AL_{3a})
***Activities/Assignments: class readings, discussion, participation, assignments and lectures**
Assessments: assessment plan
5. List and describe various ways that measurement and evaluation can be used in conjunction with student performance. (InTASC S6), (NASPE 5.1) (GA PSC 5.0101)

***Activities/Assignments: class readings, discussion, participation, assignments and lectures**
Assessments: assessment plan, edTPA project, Analysis Project/Final, curriculum plan, and unit plan

6. Identify, understand and calculate basic statistical analysis required within teaching when gaining insights into planning and effectiveness of instruction. (InTASC S4) (TL_{1,2})
***Activities/Assignments: class readings, discussion, participation, assignments and lectures**
Assessments: assessment plan, edTPA project, and Analysis Project/Final (AL_{2A})
7. Differentiate between norm-based, criterion-based, authentic and alternative grading. (InTASC S4)
***Activities/Assignments: class readings, discussion, participation, assignments and lectures**
Assessments: curriculum plan, unit plan, and assessment plan
8. Record and evaluate student data (InTASC S4) (NASPE 5.1) (GA PSC 5.0101) (AL_{2,2})
***Activities/Assignments: class readings, discussion, participation, assignments and lectures**
Assessments: edTPA project and Analysis Project/Final
9. Understand the basics of EXCEL for calculating and making reports. (InTASC S4;)
***Activities/Assignments: class readings, discussion, participation, assignments and lectures**
Assessments: edTPA project and Analysis Project/Final
10. Understand all three tasks of edTPA (planning, instruction, and assessment) and be able to complete Task 1 during the three-week practicum, which includes planning a central focus, objectives, academic language, learning activities, assessments, modification based on student needs and reflection on the process through a commentary. (InTASC S4) (NASPE 3.1, 3.2, 3.3, 3.7, 5.1, 5.2) (GA PSC 3.0101, 3.0102, 3.0103, 5.0101, 5.0102) (CPL_{2,2}, DL_{2,2}, TL_{1,2}, AL_{2,1}, AL_{2,2}, AL_{2,3})
***Activities/Assignments: class readings, discussion, participation, assignments and lectures**
Assessments: edTPA project and Analysis Project/Final
11. Create and use a formal, pre-/post-test that corresponds with the edTPA Project that will allow students to calculate learning by P-12 students and adjust their teaching and better understand the value of formal assessments within a curriculum, unit, and learning segment. (InTASC S4), (NASPE 3.1, 3.2, 3.3, 3.7, 5.1, 5.2) (GA PSC 3.0101, 3.0102, 3.0103, 5.0101, 5.0102) (CPL_{2,2}, DL_{2,2}, TL_{3,1}, TL_{1,2}, TL_{3,2}, TL_{3,3}, AL_{2,1}, AL_{2,2}, AL_{2,3}, TL_{3a})
***Activities/Assignments: class readings, discussion, participation, assignments and lectures**
Assessments: edTPA Project and Analysis Project/Final

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. **Lesson Plans:** Students will create various lesson plans throughout the entire semester. There will be several created per each of the following teaching situations: elementary, middle school, high school, and health education. Due dates will be indicated by the instructor. One lesson plan will be submitted via LiveText for assessment purposes.
2. **Curriculum Plan:** Students will create a one-semester (18-week) curriculum plan for elementary schools. This will include scope, sequence, breadth, general objectives, and behavioral objectives as well as one unit within the semester.
3. **edTPA Project:** Students will complete Task one of edTPA during their practicum. This is graded as part of the Elementary Physical Education Content and Methods Course [KSPE 3700]. To prepare for this assignment and other edTPA tasks, which are part of practicums in Middle Grades and Secondary Physical Education Content and Methods [KSPE 4710] and Special Populations and Diversity in Physical Education and Sport [KSPE 3911], students will begin to plan and create commentaries that align with edTPA Tasks 1-3.
4. **Assessments Final:** Students will create a portfolio of assessments that represent the various types and uses throughout the semester. This will include commentary regarding the appropriate use of the assessment within a physical education classroom. (AL_{3a})
This is a required Key Course Assessment and should not be modified or removed from this course without the approval of the program faculty.
5. **Analysis Project/Final:** Students will be given a final examination project. This project will require students during their practicum experience to design and implement an assessment (cognitive, affective and psychomotor) with elementary students. Data will be analyzed in accordance with current, acceptable practices and requirements of edTPA. Student will then reflect on student results. (TL_{3a})

This is a required Key Course Assessment and should not be modified or removed from this course without the approval of the program faculty.

6. **Participation/Assignments:** Students will be required to participate in each class as well as complete the class assignments throughout the semester.

COURSE EVALUATION

Professional ethics, behavior, and quality are expected in all products and performances. Content copied and pasted from Websites or other sources will not be considered original student work and may not be used under any circumstances without the use of quotation marks and proper APA citations. Any attempt to present the work of another as your own will result in failure of the course.

LESSON PLANS (ALL IN COURSE)	25%
CURRICULUM PLAN	25%
edTPA DEVELOPMENT	No Grade
ASSESSMENT FINAL (AL _{3a})	25%
ANALYSIS PROJECT/FINAL (TL _{3a})	25%
Total	100%

GRADING SCALE

Grade Points (scored like a GPA calculation)

A 3.5 – 4.0

B 2.5 – 3.49

C 1.5 – 2.49

D 0.5 – 1.49

F 0.0 – 0.49

ATTENDANCE POLICY

There is a strong, positive correlation between attending class and earning a passing grade in a course (Crede, Roch, & Kieszczynka, 2010). Moreover, the strongest predictor of class grades, and, consequently, student success, is class attendance (Crede, et al., 2010). Therefore, it can be surmised that coming to class and participating in learning is vital to a student's success in a course.

In this class, there is not an attendance policy that factor directly into your grade. Attendance will be taken and will be tracked for assessment purposes. Missing more than 20% of classes results in a failing grade. Keep in mind, tests are based upon both assigned reading materials as well as in-class lectures. Projects will be discussed and delineated in class. To have the best learning environment, to take advantage of your opportunity in attending VSU, and to have the best chance of success in this course, all students are expected to attend class.

If a student misses a class, it is the student's responsibility to contact a classmate for missed material.

Tardiness: Students are expected to arrive on time and be prepared for class.

TURNITIN.COM

By taking this course, you agree that all required course work may be subject to submission for textual similarity review to Turnitin, a tool within BlazeVIEW. For more information on the use of Turnitin at VSU see Turnitin for Students.

PROFESSIONALISM

Professional Improvement Plan

The purpose of the Professional Improvement Plan (PIP) process is for faculty to identify students who may need
Positively Impacting Learning Through Evidence-Based Practices

remediation or intervention to successfully complete the professional requirements for their program of study. For more information see the Professional Improvement Plan Process, linked below:

<http://www.valdosta.edu/colleges/education/deans-office/documents/professional-improvement-plan-11.22.13.doc>

LATE ASSIGNMENTS

Late assignments will not be accepted and result in a grade of 0%. Only under extraordinary circumstances, as determined solely by the professor, that is communicated to him prior to the due date will work be accepted passed the due date. The professor will then make arrangements for submission.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit <http://www.valdosta.edu/access> or email: access@valdosta.edu.

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

TITLE IX STATEMENT

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Director of the Office of Social Equity, titleix@valdosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

CELL PHONES

CELL PHONES WILL NOT BE TOLERATED IN CLASS. PHONES WILL BE TURNED OFF!!!
FURTHERMORE, IF A STUDENT IS FOUND TEXT MESSAGING, CHECKING MESSAGES, OR IF A
CELLPHONE GOES OFF IN CLASS, FIVE (5) POINTS WILL BE DEDUCTED FROM THE STUDENT'S
OVERALL GRADE PER EPISODE. NO EXCUSES, THIS BEHAVIOR WILL NOT BE TOLERATED!!!

EMAIL CORRESPONDENCES

Each student must communicate professionally at all times. Email is no different. Emails are sometimes written on mobile phone or computer tablet, which tend to be written more as a text message rather than professional email. Therefore all email correspondences, whether via Valdosta.edu email or BlazeView email, must contain a salutation, body, and signature. The professor will not answer emails that do not follow this formulation.