

**Dewar College of Education and Human Services
Valdosta State University
Department of KSPE**

.....

**KSPE 7150
Assessment & Technology in Physical Education
4 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.

REQUIRED TEXTBOOKS

Students should purchase or have access to 3 books for this class (see list below). If you are an elementary physical education teacher then choose option 1a if secondary physical education teachers select option 1b

1a) Hopple, C. (2005). *Elementary Physical Education Teaching & Assessment: A Practical Guide*. Champaign: IL, Human Kinetics, Inc.

Or

1b) Lund, J.L., Kirk, M.F. (2010). *Performance-Based Assessments for Middle and High School Physical Education*. Champaign: IL, Human Kinetics, Inc.

2) Lieberman, L., Kowalski, et.al. (2011). *Assessment of everyone: Modifying NASPE assessments to include elementary school children*. Reston, VA: National Association for Sport and Physical Education.

- 3) American Psychological Association. (2010). *Publication Manual of the American Psychological Association (6th ed.)*. Washington, DC: American Psychological Association.
- 4) Other course readings will be located online through the Blazeview website.

Online Resources:

- All correspondence via e-mail in this class **must** be through the VSU e-mail system. E-mails received from any other source besides the VSU e-mail system **will not** be accepted. Students should check their Blazeview accounts daily for class updates or announcements.
- All students are required to become familiar with their VSU Blazeview account. Information about this class, handouts, readings, and updates to assignments will be uploaded via Blazeview. Students must check their Blazeview class site daily for class requirements. To access Blazeview – <http://www.valdosta.edu/academics/elearning/blazeview-d2l.php>
- In addition students are to purchase and become familiar with their Livetext computer program. <https://college.livetext.com/> for assignment submissions.
- Students will also locate and utilize additional websites and readings as needed to support assignments and projects.

COURSE DESCRIPTION

A study of effective assessment of student achievement in Pre-K-12 physical education within the cognitive, psychomotor, and affective domains of learning. Appropriate and innovative integration of technology into physical education will also be emphasized.

DEWAR COLLEGE OF EDUCATION AND HUMAN SERVICES CONCEPTUAL FRAMEWORK STANDARDS (CFS) (identify those that apply to this course)

- I. **CONTENT AND CURRICULUM:** Educators demonstrate a strong content knowledge of content area(s) that is appropriate for their certification levels.
- II. **KNOWLEDGE OF STUDENTS AND THEIR LEARNING:** Educators support the intellectual, social, physical, and personal development of all students.
- III. **LEARNING ENVIRONMENTS:** Educators create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.
- IV. **ASSESSMENT:** Educators understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.
- V. **PLANNING AND INSTRUCTION:** Educators design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.
- VI. **PROFESSIONALISM:** Educators recognize, participate in, and contribute to teaching and learning as a profession.

COURSE OBJECTIVES (CO):

1. Understand the principals associated with sound cognitive test development, utilization, and revision

2. Understand the use of sound psychometric principles when using measurement in the affective domain.
3. Understanding of the principals involved in assessment of groups and effective physical education programs.
4. Ability to design and assess student learning in all 3 learning domains (cognitive, motor, and affective)
5. Utilize descriptive and basic inferential statistics to make decisions
6. Identify technology resources to use and assess student learning.
7. Explain the advantages and disadvantages of using technology.
8. Develop a position statement on technological teaching facilities
9. Design and create a model “futuristic PE learning facility
10. Develop a position statement on Physical Education Teacher Development and Professional Development relates to technology.
11. Create an advocacy video or PA announcement

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

Homework Assignments: Homework assignments for this class will include a) Discussion Boards-Response, b) quizzes, c) creation of rubrics (cognitive, affective, psychomotor, and special needs), and others to be determined by instructor depending on topics covered.

Lesson Planning, Teaching, Reflection– Students will be required to plan and videotape themselves implementing developmentally appropriate assessment and technology strategies with K-12 learners in physical education lessons. Lessons taught will be assessed for effective teaching strategies, which include K-12 student’s use of technology within the physical education classroom. In addition, after completion of lesson students will submit a self-reflection, Advanced Teacher Observation form and Field Placement form related to their experiences with implementing assessment in the K-12 physical education classroom.

Impact on Student Learning Project – Students will design, implement, analyze, and reflect upon pre and posttest (cognitive or motor) assessment procedures and data to determine whether students have achieved the goals, objectives, and intended outcomes of a specified unit. More detailed instruction will be provided on Blazevue.

Action Plan & Position Statements– Students will be required to develop a technology action plan for K-12 physical education, a position statement on physical education teacher development and professional development related to technology, and a position statement on teaching facilities for the future.

NCATE Standards

- 1a. Knowledge of content in movement and pedagogy.
- 1b. Knowledge of how to represent content knowledge to make it comprehensible to learners (i.e., pedagogical content knowledge).
- 1c. Knowledge of processes and methods of systematic intentional inquiry about learning and teaching in physical education.
- 2a. Teaching reflects understanding and application of content knowledge and pedagogical content knowledge appropriate to the learners, the learning environment and long- and short-term outcomes/goals.
- 2b. Teaching reflects integration of planning, instruction and assessment as a unified process to achieve long- and short-term outcomes/goals.
- 2c. Teaching reflects differentiation of instruction based on personal and cultural characteristics of learners.
- 2d. Teaching reflects systematic inquiry about the practice and the learners served.

Course Expectations

1. **Course Syllabus** – *It is the responsibility of each student to read this syllabus in its entirety. This is the agreement between the instructor and the student; failure to read and understand this document is no excuse for failure to meet and/or complete the course requirements contained within. If you have any questions or if you do not understand any part of this document, contact the instructor for clarification.*
2. **Staying on Track** - One of the biggest hazards in a distance learning environment is getting behind. Although you get to choose when to work during the week, you must complete your assignments on time! You must complete the activities within the specified time period to get credit. If you find yourself getting behind, due to an emergency or unexpected circumstance, let me know as soon as possible.
3. Have access to a K-12 physical education class in order to teach at least one class a week. The course is designed for current K-12 teachers so it is hoped that numerous lessons will be available for the purpose of reflecting on the concepts being covered.
4. Have the technology needed to complete class assignments (internet, computer, Livetext, video camera, tripod, etc.).
5. Complete all reading assignments and PowerPoint's in order to participate in on-line discussions.
6. Complete and post on-line all word processed class assignments in a timely manner.
7. **Late Assignments:** Assignments are expected on the due date. Late material, without prior approval of the instructor, will receive a grade of zero (0).
8. **Written Exams** – Quizzes will cover material from required **readings, lectures, and class discussions**. All tests must be taken on the **scheduled date**.
9. **Makeup work/Alternate Assignments:** Make up work or alternative assignments will be determined by the professor and at the sole discretion of the professor. These assignments may or may not exactly duplicate the original and will not entitle other students to the same alternatives since they may not have experienced the same situations.

COURSE EVALUATION

Evaluation- will be conducted impartially and will be based on your ability to: (a) adhere to guidelines when completing assignments, (b) demonstrate comprehensiveness when completing assignments, (c) contribute insightfully to class discussion, and (d) evidence of progressive development as a professional.

Homework Assignments (discussion & response)	100 points
Online quizzes	100 points
Creation of assessments	100 points
Lesson Planning, Teaching, Video, & Reflection	50 points
Impact on Student Learning Project	50 points
Advocacy Video	50 points
<u>Action Plan & Position Statements</u>	<u>100 points</u>

Total **550 points**

**Points are converted to percentage cumulatively to determine your final grade as will be reflected on your Blazeview grade book.*

GRADING SCALE

95 - 100 % = A
85 - 94 % = B
75 - 84 % = C
65 - 74 % = D
< 64 % = F

ATTENDANCE POLICY

Students, who do not log into the class within the first two days, will be withdrawn from the course. It is expected that students will check the course website every Monday morning, if not daily, in order to see what is expected for the week. Students should check their email daily. If you use another e-mail account more frequently is recommended that you forward VSU email, if necessary, to avoid missing any important e-mails from your professor

PROFESSIONALISM

Professional Improvement Plan

The purpose of the Professional Improvement Plan (PIP) process is for faculty to identify students who may need 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>

Drop Policy

Any student has the right to an evaluation of his/her grade in a course prior to the end of the drop period. This policy does not require an examination to be given in order to evaluate the student's standing. Evaluations can take into account attendance, participation, preparation, and performance to date, and the like. As stated in the VSU Bulletin, "*Students officially withdrawing from a course prior to midterm will receive a "W" for the course. After midterm ... it is the instructor who determines whether the grade awarded is "W" (withdrew passing) or "WF" (withdrew failing). The grade of "WF" is equivalent to an "F" and is calculated in the grade point average.*" The professor may at his discretion withdraw a student who is not academically performing to the point of being successful.

ACADEMIC INTEGRITY

The following are professional expectations for all students in the Department of Kinesiology and Physical Education:

Writing/Grammar Competencies

Effective written and verbal communication skills are critical to you as a professional educator as you interact with students, colleagues, administrators, and parents. Demonstrated mastery of formal Standard English and APA format is required in all aspects of the course. If you need assistance with your writing skills, help is available from the Writing Center on campus. Mastery in electronic communication, including review/edit features and how to attach files to emails, is expected. You must monitor email regularly and inform the instructor of any email problems or changes.

Course Requirements and Assignments

All assignments should conform to the professional standards expected of university students. Papers must be typed, double-spaced in an appropriate font style and size with no spelling or grammatical errors. Assignments will be graded on content, composition, spelling, punctuation, and grammar. In papers, ideas obtained from sources must be documented using APA style. Proofread and correct papers before they are submitted.

Diversity

A variety of materials and instructional strategies will be used to meet the needs of different learning styles of diverse learners in the class. Students will be provided with opportunities to gain the knowledge, skills and understanding to provide effective instruction in multicultural classrooms. Mutual respect for the abilities and beliefs of all learners are the benchmarks of effective professionals.

Technology

As part of our conceptual framework, the Dewar College of Education and Human Services is committed to preparing professional teachers who are technology competent. As a result, technology has been infused into our education courses as directly related to effective teaching and student learning. You will be submitting assignments electronically.

- Backup your work on more than one disk.

****Please note that the terms of this syllabus (specifically the course schedule) may be changed as circumstances require. Students will be informed of such changes as quickly as possible to minimize any inconvenience.

DEWAR COLLEGE OF EDUCATION AND HUMAN SERVICES POLICY STATEMENT 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>.

INSTRUCTOR

Name: Dr. Eugene F. Asola

Office Number: PE Complex Room 173

Telephone Number: 229-333-7148

Email Address: efasola@valdosta.edu

Office Hours: Posted on office door. At times due to staff meetings, research, and/or student teaching observations I may be out of the office during certain office hours. The best way to schedule a meeting with me would be to make an appointment by e-mailing efasola@valdosta.edu. Students might consider an alternative method of convenience.

Tentative Outline

Week #	Topic	Assignments
Week - 1	*Introduction to Assessment	* Read Chapter 1 of Lund & Kirk p.1-16 *Discussion Board: What are your experiences with assessing students learning? Why do you assess in your program?
Week - 2	*Standard-Based Assessment	* Read Chapter 2 of Lund & Kirk p.17-37 *Discussion Board: Current PE policies
Week - 3	*Creating Rubrics	* Read Chapter 3 of Lund & Kirk p.39-66 *Create a Cognitive, Motor, and Affective Rubric to use with learners details on Blazeview
Week - 4	*Developing Performance Based Assessment	* Read Chapter 4 of Lund & Kirk p.67-82 Quiz #1 based on chapter 1-4.
Week - 5	*Developing Culminating and Progressive Assessments	* Read Chapter 7 of Lund & Kirk p.119-139 *
Week - 6	*Implementing Assessments *Explain Videotaped Assessment lesson *Explain Impact K-12 Learner Project	* Read Chapter 9 of Lund & Kirk p.163-178 *Videotape lesson - Assessing PE student learning *Submit ATOI - Livetext *Discussion Board: What are your experiences with assessing students with special needs? How or do you adapt assessments?
Week - 7	Assessing Students with Special Needs	*Reading TBA *Create a rubric showing the inclusion of special needs students
Week - 8	Effective Grading in PE	*Midterm : Read Chapter 10 of Lund & Kirk p.189-206
Week - 9	This week on Impact Project	TBD Quiz # 2 based on chap. 7,8 & 9
Week - 10	Online Resources for PE	*Reading TBA *Discussion Board: Research topic and present to class in PowerPoint format on blazeview. *written Paper: Do computers negatively Affect Student Growth?
Week - 11	PE Advocacy	*Reading TBA *Discussion Board - Create (award, flyer, PE brochure, fitness calendar)
Week - 12	Technology Tools	*Reading TBA *Discussion Board: What technologies have you discovered in PE
Week - 13	Integrating Technology into Pedagogical Meaningful Lessons	*Read – NASPE Technology Position Statement *Develop Technology Action Plan based on NASPE Position Statement.
Week - 14	Technology & Assessment	*Develop a position statement on Physical Education Teacher Development *Videotape lesson – Students use of technology within the PE classroom *Submit ATOI - Livetext
Week - 15	Ideas for using various technology in gymnasium	*Develop a position statement on teaching facilities for the future.
Week - 16	Complete & Turn in Impact Project	*Complete & Turn in Impact Project

Note: This syllabus is adapted from a previous instructor and is therefore a work in progress document. This means the current instructor reserves the right to add/modify assignments and topics as and when deemed necessary for meeting student learning outcomes. The instructor will provide advance notice to students consistent with changes to meet both student and instructor needs & expectations for the course.