PE 4873 Professional Seminar in Physical Education

Credit Hours: Three (3) credit hours

Method of Instruction: Lecture

Catalog Description: (Prerequisites: Admission to Teacher Education and senior standing). A seminar dealing with legal, professional, administrative, and curriculum issues as they relate to physical education and athletics in the schools.

College of Education Conceptual Framework

The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students’ educational experiences. The beliefs that guide program development center on the tenets of knowledge, collaboration, reflection, and practice. For additional information, please visit https://www.educ.msstate.edu/about/framework/.

Course Objectives

1. Discuss theoretical and practical cases pertaining to physical education and athletics in the schools. (CFPO #1, #5, #12) (INTASC #3, #5) (Shape 1.a.) (CRT 8.1) (CAEP 1.2)
2. Critique and discuss published articles pertaining to physical education and athletics in the schools. (CFPO #4, #5, #7, #12) (INTASC #1, #2) (Shape 1.f.) (CRT 11.1) (CAEP 1.2)
3. Utilize and apply learning principles and terminology from existing physical education and athletics knowledge bases via class discussions and assignments. (CFPO #3, #6) (INTASC #5, #8) (Shape 1.e.) (CRT 2.2) (CAEP 1.3)
4. Reflect on their personal student internship experiences of physical education and athletics in school. (CFPO #5, #8) (INTASC #9) (Shape 5.c) (CRT 12.1) (CAEP 1.5)
5. Relate and discuss their student internship experiences to their philosophy of teaching and philosophy of coaching. (CFPO #1, #8) (INTASC #9, #10) (Shape 6.a.) (CRT 14.1) (CAEP 1.5)
6. Identify and share student internship experiences that relate to Mississippi State University’s College of Education Conceptual Framework components. (CFPO #1, #5) (INTASC #4, #5) (Shape 6.a.,6.b,6.c., 5.c., 4.d, 2.b.) (CRT 12.1) (CAEP 1.3)
7. Implement various classroom management techniques within their respective student teaching experience. (CFPO #10, #11, #12) (INTASC #9) (Shape 4.d) (CRT 2.1) (CAEP 1.5)
8. Understand how to devise a risk management plan within their particular athletic setting. (CFPO #10, #11, #12) (INTASC #9) (Shape 1.a.) (CRT 11.1) (CAEP 1.5)

**Detailed Course Outline/Topics Covered in the Course**

1. Reflection/discussion of student internship experiences of physical education and athletics in the schools. (6 hours)
2. Instruction on Web-based TaskStream course components and assignments. (3 hours)
3. Professional Development Skills (3 hours)
4. Leadership skills, stress management, and team building skills (6 hours)
5. Expectations as 1st year teachers. (3 hours)
6. Career Day interviews and opportunities. (3 hours)
7. TaskStream portfolio assignments work sessions. (6 hours)
8. Students will critique themselves with two video assignments. (3 hours)
9. Students will perform a fitness assessment. (3 hours)
10. Discussion of classroom management strategies and techniques. (3 hours)
11. Discussion of risk management practices. (3 hours)
12. Discussion of legal responsibilities of a PE teacher. (3 hours)

**Text(s)/Course Materials**

No required text

**Description of Instruction**

Lecture. The face-to-face class will have class discussions, cooperative learning, personal reflections on student teaching experiences, resource sharing, and computer lab work sessions as the methods of instruction to be used for the class. The online class will have personal reflections, journal writing, and professional development exercises as the methods of instruction to be used in class.

**Mississippi State University Honor Code**

“As a Mississippi State University student, I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do.”

*Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor Code. Students will be required to state their commitment on examinations, research papers, and other academic work. Academic dishonesty will not be tolerated and will be dealt with according to MSU policy. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the processes of the Honor Code.*

For additional information visit: [http://students.msstate.edu/honorcode](http://students.msstate.edu/honorcode).

**Technology**

Each student will incorporate a technology in at least one lesson using Nintendo Wii (provided by the MSU Kinesiology Department). Students will collaborate with faculty/staff/students to plan, implement, and evaluate a lesson for elementary and/or secondary students using the Nintendo Wii for at least 20 minutes of the lesson. The lesson plan and reflection will be submitted into Watermark for review and assessment. (objective #7)
Diversity
Each student will develop and implement a lesson with elementary or secondary students at the Choctaw Tribal Schools. Each student will use a traditional Choctaw game/activity/sport for the lesson. (objective #3)

Accommodations for Students with Disabilities
Students with disabilities in need of accommodations to meet the expectations of this course are encouraged to bring this need to the attention of the instructor and should register with the Office of Student Support Services as soon as possible. The Office of Student & Disability Support Services is located in 01 Montgomery Hall and can be reached via telephone at (662) 325-3335.
http://www.sss.msstate.edu

Field Component
Students will be expected to gradually assume all teaching responsibilities under the supervision of a certified classroom teacher and university supervisor while completing this course along with the teaching internship.

Evaluation of Student Progress
Student Activities:
1. Within the context of class discussion, each student must express both theoretical and practical implications of their responses. (objectives #1, #3)
2. Students must rewrite their philosophy of teaching and philosophy of coaching based on reflections of their student internship experiences. (objective #5)
3. Students will create/update their resume, submit resume to MSU Career Center, and submit resume to Instructor. (objective #5)
4. Students will create 2 videos in each placement and submit all work within Taskstream. The video sequence will be the following:
   a. Part 1 in Taskstream - Submit a Lesson Plan video talking about what you are doing and why you are doing it. This should be 2-3 minutes long. Also submit the hard copy of the lesson plan into part one of Taskstream.
   b. Part 2 in Taskstream - Have someone (ask classroom mentor teacher) to video your class and submit the video into part two of Taskstream. If needed, you can separate your videos into multiple submissions so that they will all fit into taskstream.
   c. Part 3 in Taskstream - Before you preview the video of your class, video yourself again explaining how you think you did and submit into part three of Taskstream. This should be 2-3 minutes long. Watch the video and write a reflection on your observation and submit into part three of Taskstream. (objectives #1, #3, #6)
5. Journals: To benefit maximally from the seminar nature of this course, each student teacher will be required to submit a log/journal of relevant topics, problems, issues, etc. related to teaching physical education. Each student will send me the current issues in your student teaching internship on the following: (a) your discussion question or issue, (b) brief summary notes of the discussion (that is, what others had to say about your topic if you talked to anyone about it), and (c) your current view of the issue after hearing the contributions of your peers. If for some reason, you will not have the opportunity to present your topic for discussion, you should reflect on your topic or issue using your knowledge base to date. You may also present your topic to one or more peers (in person, telephone, email, etc.) to get their input. See course outline. Journals must be at least 250 - 500 words. Be prepared to share in class and offer input on other student journals. You should also mention in your journal who you spoke with and what their reaction was to the topic. (objective #3, #4)

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6. Research Article: Abstracts will be completed on four topics in class and be used for discussion. The topics to be researched are: responsibilities of the physical educator, teaching and learning styles, team building skills, getting along with others, and discipline and classroom management. (objectives #1, #2, #6). One article will compose of the Teacher code of ethics provided by the Mississippi Department of Education. Each student will be required to read the code of ethics and write a self-analysis of the importance of the code of ethics and how they plan on abiding by the code of ethics. Students will upload this reflection into Watermark to be assessed.

7. Technology Assignment: Each student will incorporate a technology in at least one lesson using Nintendo Wii (provided by the MSU Kinesiology Department). Students will collaborate with faculty/staff/students to plan, implement, and evaluate a lesson for elementary and/secondary students using the Nintendo Wii for at least 20 minutes of the lesson. The lesson plan and reflection will be submitted into Watermark for review and assessment. (objective #7)

8. English Language Lesson Assignment: Each student will develop and implement a lesson with elementary or secondary students at the Choctaw Tribal Schools. Each student will use a traditional Choctaw game/activity/sport for the lesson. (objective #3)

Final course grade will be determined by the following:
Journals - 6 entries (25 pts. each) 150 points
Research Article Summaries (4) (25 pts. each) 100 points
Philosophy of Teaching 50 points
Video (2) (220 pts. each) 440 points
Resume 60 points
Technology Assignment 100 points
English Language Lesson Assignment 100 points
Total Points 1000 points

Grading Scale
900-1000  A
800-899  B
700-799  C
600-699  D
Below 600  F

Attendance Policy
In accordance with university policy (AOP 12.09), students are expected to attend all classes. AOP 12.09 also defines what is an excused absence. A letter grade will be deducted each “day” that an assignment is late. All work that is 5 days late will receive a zero. It is the student's responsibility to communicate to the instructor if there are legitimate reasons that keep you from upholding this policy.

Title IX Policy
MSU is committed to complying with Title IX, a federal policy that prohibits discrimination, including violence and harassment, based on sex. This means that MSU’s educational programs and activities must be free from discrimination based on sexual orientation, sexual harassment, and other forms of sexual misconduct. If you or someone you know has experienced discrimination, sexual violence and/or harassment by any member of the University community, you are encouraged to report the conduct to MSU's Director of Title IX IEEO Programs at 325-8124 or by e-mail to titleix@msstate.edu. Additional resources are available at http://www.msstate.edu/web/security/title9-12.pdf, and at http://students.msstate.edu/sexualmisconduct/.
University Safety Statement
Mississippi State University values the safety of all campus community members. Students are encouraged to register for Maroon Alert texts and to download the Everbridge App. Visit the Personal Information section in Banner on your mystate portal to register. To report suspicious activity or to request a courtesy escort via Safe Walk, call University Police at 662-325-2121, or in case of emergency, call 911. For more information regarding safety and to view available training resources, including helpful videos, visit ready.msstate.edu.

Mississippi Educator Code of Ethics
This code shall apply to all persons licensed according to the rules established by the Mississippi State Board of Education and protects the health, safety and general welfare of students and educators. Ethical conduct is any conduct which promotes the health, safety, welfare, discipline and morals of students and colleagues. Unethical conduct is any conduct that impairs the license holder’s ability to function in his/her employment position or a pattern of behavior that is detrimental to the health, safety, welfare, discipline, or morals of students and colleagues. Any educator or administrator license may be revoked or suspended for engaging in unethical conduct relating to an educator/student relationship (Standard 4). Additional information on the Mississippi Educator Code of Ethics 10 standards is available at https://www.mdek12.org/sites/default/files/documents/code-of-ethics_final.pdf.

Each student will be required to read the code of ethics and write a self-analysis of the importance of the code of ethics and how they plan on abiding by the code of ethics. Students will upload this reflection into Watermark to be assessed.

Mississippi College and Career-Ready Standards
Content standards outline the skills and knowledge expected of students from grade to grade and subject to subject. In addition to the Mississippi College and Career-Readiness Standards, the Mississippi Department of Education has developed a wide variety of training materials for educators and administrators across the state.

The philosophy that quality physical education is an essential component of a student’s overall education is taught throughout the semester. Therefore, a variety of student-centered activities are utilized to teach movement skills and concepts in a safe-positive environment. Teacher candidates are taught to provide students the opportunity to achieve and maintain their own level of physical activity. In addition, teacher candidates are taught to promote to k-12 students the importance of social and personal responsibility while being provided with the confidence in their physical skills necessary for a lifetime of physical activity.

Bibliography

Fisher, M. Factors Influencing Stress, Burnout, and Retention of Secondary Teachers, Current Issues in Education.


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