

INTRODUCTION

As an education student at Wesley College and a prospective teacher candidate, it is important that you understand and satisfy all the requirements for program completion.

The ***Physical Education K-12 First Year Handbook*** is the first of three handbooks you will be given in your program of study. This book serves as the “text” for PE 100, the Physical Education K-12 First Year Experience and should be used by you until you begin your preparation for teacher candidacy in PE 263.

Included in this book are the following:

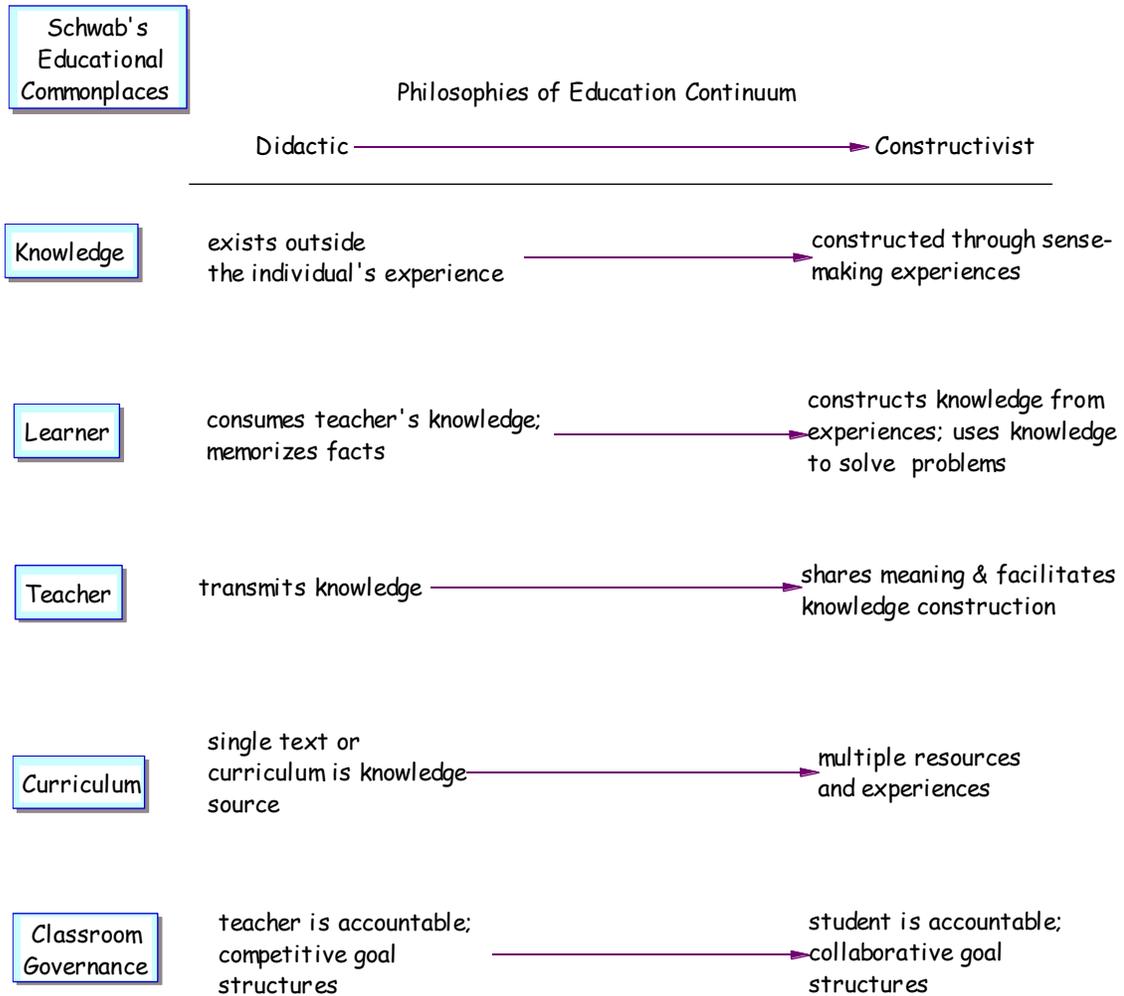
1. An introduction to the social constructivist philosophy of teaching and learning
2. The education department’s conceptual framework that rests on this philosophy
3. The departmental candidate learning outcomes
4. Professional quality definitions and assessments
5. Program of study, semester guide, and degree program requirements
6. PRAXIS I information
7. Record of PRAXIS I tutorial sessions
8. Academic advising
9. Campus Community School
10. Examples of course work

In the fall of your sophomore year, in PE 263, you will receive your second handbook. The ***Teacher Candidacy Handbook*** will guide your preparation for admission to teacher candidacy.

In the final semester of your program, as a student teacher, you will be given the ***Student Teaching Handbook***. This addresses the expectations, responsibilities, and deadlines for student teaching.

1. The Social Constructivist Philosophy

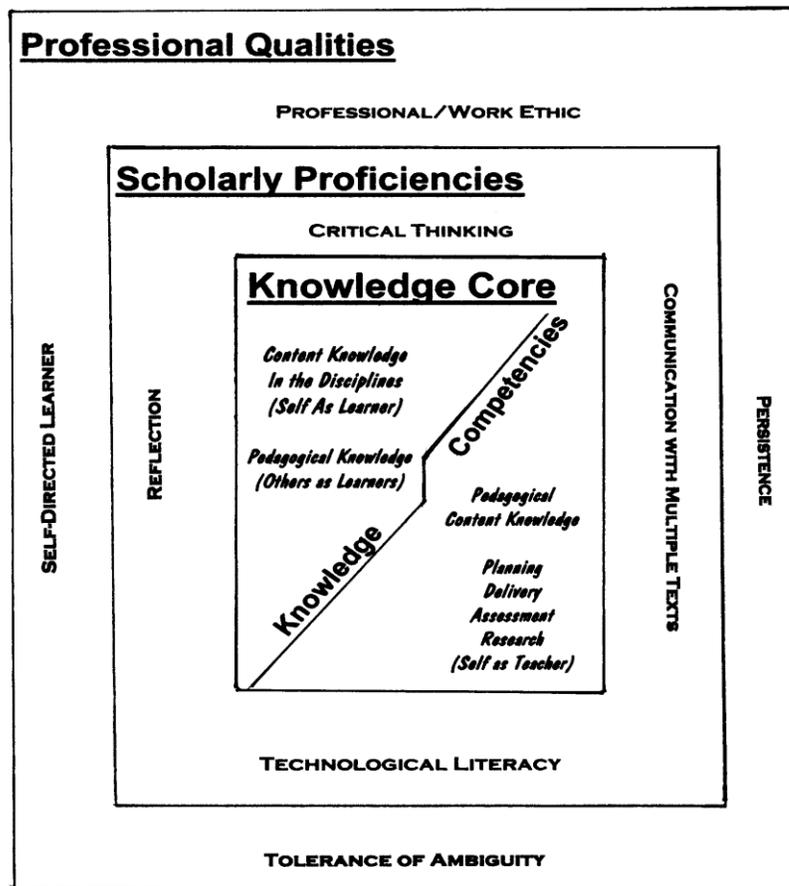
Your seminar instructor may use this as a framework for discussion about the differences between traditional, didactic teaching and social constructivist teaching, with which our program is aligned.



2. Conceptual Framework. Wesley College Department of Education

Your instructor will use this graphical representation of the conceptual framework as a guide to discussion about the growth in knowledge, skills, and dispositions we seek to promote in our teacher candidates, and how they are inter-related. In section 3 of this handbook, the Departmental Outcomes are explained, and in section 4, Professional Qualities are defined.

Teacher Education Core



3. Departmental Outcomes

Wesley College Department of Education Outcomes

The goal of the Teacher Education Programs at Wesley College is to prepare teacher candidates to function as knowledgeable, self-directed, caring, and confident professionals who are able to participate in educational reform. As change agents, teacher candidates must be able to evaluate their students' performance and develop appropriate curriculum to meet the individual needs of students within the framework of state and national content standards.

Learner Outcomes for Wesley's teacher candidates are based on the goal of the Teacher Education Program. The Learner Outcomes state that by the completion of the third year of their program, teacher candidates will demonstrate the following:

1. Comprehensive knowledge of content; and life-long learning strategies for content knowledge construction.
2. Comprehensive knowledge of pedagogy, including knowledge of self as learner and knowledge of how children and youth learn.
3. Awareness of and tolerance for the diverse cultural, social, and political contexts in which students, schools, school personnel, and communities interact.
4. Growth in scholarly proficiencies, including critical thinking, reflection, technological literacy, and communication through multiple texts.

Critical thinking – can you describe, transform, explain, and extend (positively and negatively) information and experience?

Reflection – can you describe, transform, explain, and extend (positively and negatively) your own performance?

Communication with multiple texts – can you read, write, study, interact verbally, and use technology to communicate ideas?

Technological literacy – are you able to use technology (computers and various programs)?

While the focus of the first three years is on Outcomes #1 through #4, in the student teaching experiences in the fourth year, focus is shifted to two other programmatic outcomes.

As teaching interns, teacher candidates are expected to:

5. Plan, deliver, and assess instruction that reflects best social constructivist practice and is aligned with state and national content standards.
6. Interact effectively, ethically, sensitively, and equitably in professional settings with students, school and college personnel, parents, and community.

4. Definitions of Professional Qualities

These are the departmental definitions for each of the professional qualities. The seminar instructor may use these as a basis for discussion.

Persistence -- Not being defeated by failure;
Working through obstacles to achieve an end

Tolerance of Ambiguity
Suspending judgment until information is gathered
Open to new learning experiences and approaches
Arguing from multiple points of view
Accepting uncertainty
Moving toward a process approach to learning
(View of learning as process rather than product)

Work Ethic
Dependable, reliable, consistent
On time
Well-prepared
Consistently engaged
Prioritizes prof. responsibilities
Respect for others' time

Self-directed learner
Takes responsibility for course assignments
Uses syllabus for reference
Responsible for make-up work and getting missed info
Demonstrates thoughtful engagement in the course
Asks questions, shows evidence of thinking about course between classes
Makes connections between courses
Uses self-evaluation to develop personal goals

Professional Qualities Self Assessment (copy 1)
Wesley College Department of Education

Name _____ Date _____

Among the many aspects of growth we look for in our teacher candidates is growth in what we have labeled professional qualities: Persistence, Tolerance of Ambiguity, Work Ethic, and Self-directed Learning. One way we encourage growth in these areas is to require you to periodically analyze yourself with regard to these qualities. For that purpose please respond to the following statements, and rank yourself according to this scale: (1) Never; (2) Rarely; (3) Sometimes; (4) Often; (5) Always.

These responses are not "graded", but are used to compare with your instructors' assessments of you for these qualities (using the same instrument). Therefore, the more "truthful" your answers are, the more likely you are to be "right".

| | N | R | S | O | A |
|---|-----|-----|-----|-----|-----|
| | 1 | 2 | 3 | 4 | 5 |
| 1. I think if I try hard enough I can do anything. | () | () | () | () | () |
| 2. I get my schoolwork done before I socialize. | () | () | () | () | () |
| 3. I am on time for classes, work, and field experiences. | () | () | () | () | () |
| 4. I use my course syllabus to keep track of assignments. | () | () | () | () | () |
| 5. I ask a lot of questions about my assignments in class. | () | () | () | () | () |
| 6. If I can't do something after a couple of attempts, I give up. | () | () | () | () | () |
| 7. If something is not clear to me, I feel the instructor is not explaining it well. | () | () | () | () | () |
| 8. I turn my assignments in on time. | () | () | () | () | () |
| 9. I think about how to use what I'm learning in classes and the field to be a better teacher. | () | () | () | () | () |
| 10. I think about my coursework and how what I'm learning in one course connects to my other courses. | () | () | () | () | () |
| 11. When I'm confused about something, I try to find out more about it, or take another approach to learn it. | () | () | () | () | () |
| 12. I ask questions in class when I don't understand a concept or idea. | () | () | () | () | () |

13. I ask questions in class about the length or format of particular assignments or tests. () () () () ()
14. In classroom discussions there is usually only one right or valid answer or argument. () () () () ()
15. I feel I'll never know all I need to know to be a good teacher. () () () () ()
16. I pay attention in class. () () () () ()
17. In my coursework I know what I need to work on and I do it until I get it right. () () () () ()
18. Questions and problems can have more than one right answer or solution. () () () () ()
19. I expect my professors to drop what they are doing and help me. () () () () ()
20. I put my schooling first. () () () () ()
21. I organize my work before I turn it in. () () () () ()
22. I need a lot of help or I give up. () () () () ()
23. I take responsibility for my mistakes. () () () () ()
24. I own, know how to use, and do use a stapler. () () () () ()
25. My work is in on time and complete () () () () ()
26. I know the areas where I lack maturity () () () () ()

Professional Qualities Self Assessment (copy 2)
Wesley College Department of Education

Name _____ Date _____

Among the many aspects of growth we look for in our teacher candidates is growth in what we have labeled professional qualities: Persistence, Tolerance of Ambiguity, Work Ethic, and Self-directed Learning. One way we encourage growth in these areas is to require you to periodically analyze yourself with regard to these qualities. For that purpose please respond to the following statements, and rank yourself according to this scale: (1) Never; (2) Rarely; (3) Sometimes; (4) Often; (5) Always.

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| 3. I am on time for classes, work, and field experiences. | () | () | () | () | () |
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| 5. I ask a lot of questions about my assignments in class. | () | () | () | () | () |
| 6. If I can't do something after a couple of attempts, I give up. | () | () | () | () | () |
| 7. If something is not clear to me, I feel the instructor is not explaining it well. | () | () | () | () | () |
| 8. I turn my assignments in on time. | () | () | () | () | () |
| 9. I think about how to use what I'm learning in classes and the field to be a better teacher. | () | () | () | () | () |
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5. Program of Study Course Guide and Checklist

SUMMER COURSE WORK AT OTHER COLLEGES/UNIVERSITIES

Students enrolled in the Physical Education K-12 program with the approval of their faculty advisor and the College Registrar may enroll in courses at other regionally accredited colleges and universities during the summer to earn credit towards their Wesley degree. Credit may be transferred provided grades earned are C or higher. Grades received at another institution will not be computed into the student's cumulative grade point average, but are transferred to Wesley as pass/fail. Also, if a student has failed a course at Wesley College, that course may not be taken for credit at another institution.

FIELD PLACEMENTS in Physical Education K-12 Courses

Virtually all of the education courses are connected to field experience. The following classes have field experience components, which may include observation, peer teaching, and/or team teaching in local schools.

ED221 – In this course, teacher candidates will examine the principles and practices of effective reading instruction. Candidates will explore a variety of strategies for reading comprehension and vocabulary development appropriate for K-8 teachers. The course includes a field component. Candidates will design and implement a reading lesson while conducting a brief case study of one student.

PE263- In this course, teacher candidates will focus on philosophy, objectives, curriculum, and methods for teaching physical education in grades kindergarten through twelve. Explore curricular resources, design lessons, and learn to use a variety of management and assessment techniques to provide effective instruction in physical education. Course may include a field experience.

PE315- This course emphasis is on gaining practical experience in planning and implementing team sports in physical education. The teacher candidates will design their lessons around the concept of teaching their students to become competent, literate, and enthusiastic sports people. Field experience is included.

PE316- This course emphasis is on gaining practical experience in planning and implementing Lifetime Skills in physical education. Teacher candidates will design and teach a variety of individual and dual sports to the students exposing them to skills which will keep them active throughout their lives. Field experience is included.

PE317- This course studies the philosophy, objectives, curriculum, and methods for teaching physical education at the elementary school level. Students will explore curricular resources, design lessons, and learn to use a variety of management and assessment techniques to provide effective instruction in physical education. Field experience is included.

PE318 – This course examines instructional strategies and techniques for teaching health education K-12. Student will be expected to develop and teach a variety of lesson and instructional units: use current literature and visual aids; develops and implement appropriate assessment techniques. Field experience is included.

PE327- The goal of this course is for the candidate to demonstrate both a theoretical and practical understanding of the importance of physical education in the growth and development of individuals who are differently abled. Field experience included with the Charlton School.

Physical Education K-12 Semester Guide

2011-2012

Freshman Year

Fall

| | |
|---|------------|
| PE100 First Year Seminar | 1 |
| #EN100 College Writing | 3 |
| KN201 History & Philosophy of Phys Ed | 3 |
| KN203 Adv First Aid | 3 |
| #PY100 Gen Psychology | 3 |
| #PE192 Individual or Dual Activity | 1 |
| Global Soc & Culture Elective | 3 |
| | 17 Credits |

Spring

| | |
|-----------------------------------|------------|
| EN101 Lit for Comp | 3 |
| RE | 3 |
| MA108 Math Concepts & Opps II | 3 |
| KN205 Personal & Community Health | 3 |
| Global Soc & Culture Elective | 3 |
| #PE190 Team Sport Activity | 1 |
| | 16 Credits |

Sophomore Year

Fall

| | |
|--|------------|
| #PE263 Effective Methods of Teaching Phys-Ed K-12 | 3 |
| #BI210 Anatomy & Physiology I | 4 |
| PY208 Child & Adolescent Psychology | 3 |
| ED221 Teach Reading Content | 3 |
| Communicating in the World Elective | 3 |
| #PE191 Physical Fitness Activity | 1 |
| | 17 Credits |

Spring

| | |
|--|------------|
| BI215 Anatomy & Physiology II | 4 |
| PE204 Motor Learning | 3 |
| CM101 Public Speaking | 3 |
| Human Experience Elective | 2 |
| PE318 Methods Tch Health | 3 |
| #PE193 Aquatics, Gym, Rhythm, Dance | 1 |
| | 16 Credits |

Junior Year

Fall

| | |
|---|------------|
| # KN306 Biomechanics/Kinesiology | 4 |
| PE315 Methods Team Sports | 3 |
| Global Soc & Culture Elective | 3 |
| SE301 Safety Ed | 3 |
| EN Literature | 3 |
| | 16 Credits |

Spring

| | |
|----------------------------------|------------|
| KN305 Exercise Physiology | 4 |
| PE317 Methods Elem PE | 3 |
| KN308 Coaching Techniques | 3 |
| PE327 Adapted Phys Ed | 3 |
| Major Elective | 3 |
| | 16 Credits |

Senior Year

Fall

| | |
|---|------------|
| PE316 Methods of Lifetime Skills | 3 |
| PE401 Contemporary Issues Phys Ed | 3 |
| PE403 Tests & Measurements | 3 |
| Major Elective | 3 |
| Analysis | 3 |
| | 15 Credits |

Spring

| | |
|---------------------------------|------------|
| **PE413 Student Teaching PE | 9 |
| **PE464 Student Teacher Seminar | 3 |
| | 12 Credits |

Total credit hours for graduation

125

Major Electives:

KN302, KN303A, KN307, KN310, KN404, KN408, PY316, or SE302, SE303

Courses in bold print are only offered during designated semesters.

C or above in BI210 & BI215 required

#Denotes courses that are prerequisites that must be completed before moving on to the corresponding higher level courses.

**These courses are for the student teaching semester. All major requirements in the curriculum & core must be completed with the required GPA of 2.75 overall.

Physical Education K-12 ** 2010-2011 ** Degree Program Requirements

| Completed ✓ | Course Number | Course Name or Suggestions | Credit Hours |
|--|-----------------|--|--------------|
| CORE REQUIREMENTS | | | |
| <i>Communicating in the World</i> | | | |
| | EN100 | College Writing | 3 |
| | EN101 | Literature for Composition | 3 |
| | CM101 | Public Speaking (CM101) | 3 |
| | Elective | Communicating in the World Elective | 3 |
| <i>The Human Experience</i> | | | |
| | RE | Any religion course | 3 |
| | EN200 or above | Literature course | 3 |
| | Elective | Human Experience Elective | 2 |
| | PY100 | Introduction to Psychology | 3 |
| <i>Scientific Literacy</i> | | | |
| | BI210 | Anatomy & Physiology I | 4 |
| | BI215 | Anatomy & Physiology II | 4 |
| <i>Analysis</i> | | | |
| | MA102 or higher | Applied Analysis Course | 3 |
| | MA108 | Math Concepts & Ops II | 3 |
| <i>Global Society and Its Culture</i> | | | |
| | HI, PO, EC, SO | Non-American Culture Elective | 3 |
| | HI, PO, EC, SO | American Culture Elective | 3 |
| | HI, PO, EC, SO | Global Society and Culture Elective | 3 |
| Total Core | | | 46 |
| MAJOR ELECTIVES | | | |
| Select two 300- and/or 400-level courses from list provided below (emphasis is health-related). | | | |
| | KN | KN302, 303A, 307, 310, 404, 408 | 3 or 6 |
| | PY316 | Group Process and Practice | 0 or 3 |
| OR select two courses below: Driver's Education: Students may take the following courses in order to qualify for the Driver's Education Certification (applies to Delaware, but may be accepted by other states). | | | |
| | SE302 | In-the-Car Training | 3 |
| | SE303 | Methods and Materials of Teaching Drivers and Safety Education | 3 |
| Total Major Electives | | | 6 |
| MAJOR REQUIREMENTS | | | |
| | PE100 | First Year Seminar | 1 |
| | PE190 | Team Sports Activity | 1 |
| | PE191 | Physical Fitness Activity | 1 |
| | PE192 | Individual and Dual Activities | 1 |
| | PE193 | Aquatics, Gymnastics, Rhythm/Dance Activities | 1 |
| | ED221 | Teaching Reading in the Content Area | 3 |
| | KN201 | History & Philosophy of Physical Education | 3 |
| | KN205 | Personal and Community Health | 3 |
| | KN203 | Advanced First Aid and Emergency Care | 3 |
| | PE204 | Motor Learning | 3 |
| | KN305 | Exercise Physiology | 4 |
| | KN306 | Biomechanics / Kinesiology | 4 |
| | KN308 | Coaching Principles and Techniques | 3 |
| | PE403 | Tests and Measurements in Physical Education | 3 |
| | PY208 | Child and Adolescent Psychology | 3 |
| | SE301 | Education for Safe Living | 3 |
| Take Praxis I before enrolling in the following course: | | | |
| | PE263 | Effective Methods of Teaching Physical Education (K-12) | 3 |
| | PE318 | Methods of Teaching Health for Middle and Secondary Schools | 3 |
| Pass Praxis I before applying for PEK12 Teacher Candidacy | | | |
| | PE315 | Methods in Team Sports | 3 |
| | PE316 | Methods in Lifetime Skills | 3 |
| | PE317 | Methods of Elementary Physical Education | 3 |
| | PE327 | Adapted / Special Physical Education | 3 |
| | PE401 | Contemporary Issues of Physical Education, Health, Recreation & Sports | 3 |
| Pass Praxis II (0091) and overall GPA of 2.75 before enrolling in the following courses: | | | |
| | PE413 | Student Teaching in Physical Education | 9 |
| | PE464 | Seminar in Physical Education | 3 |
| Total Major Requirements | | | 73 |

6. PRAXIS I Information

Licensure and certification requirements are stringent. All states require tests, and most require a specified undergraduate or graduate school grade point average to be eligible to teach. These requirements are built into your Wesley College program. Currently, in Delaware and in many other states, you will have to take and pass two PRAXIS standardized tests, PRAXIS I and PRAXIS II, to graduate.

Wesley teacher candidates must **take** all three sections of the PRAXIS I exam (reading, writing, and mathematics) to enroll in PE 263. Wesley teacher candidates must **pass** all sections of the PRAXIS I exam to apply for PEK12 teacher candidacy. PRAXIS II, Physical ED: Content Knowledge Test 0091 must be taken and passed prior to applying for student teaching.

The Wesley College Department of Education provides access to *Learning Express Library*. This is an online practice resource where candidates enrolled in PE 100 are required to take practice versions of the PRAXIS exam for a minimum of ten (10) hours during the semester. The link to *Learning Express Library* can be found on the Wesley College Department of Education webpage.

PRAXIS test registration dates and information are available online at www.ets.org or from the Field Placement Coordinator located in 202 Budd Hall.

Passing scores on the PRAXIS I are required for teacher licensure by Delaware and many other states. There are three parts to the test: reading, writing, and mathematics. You must pass all three sections, using the DE required scores:

Reading – 175, Writing – 173, Mathematics –174.

The Wesley College teacher education program does not recognize composite scores and requires teacher candidates to achieve the Delaware passing scores in all three sections.

The PRAXIS I exam is offered in two different formats: a paper-based (paper/pencil test - PPST) and a computer-based (CPPST). You may choose the version you wish to take.

The paper-based exam is administered in a group setting. There are only a few days each year when this version is given, and it takes up to four weeks to receive the score reports.

The computer-based exam can be scheduled individually and offers more choices of dates. Scores on the reading and math sections are reported immediately after the test.

In Delaware, SAT scores may be substituted for the Praxis I reading and mathematics scores. SAT equivalent scores are: SAT Verbal – 560 and SAT Mathematics – 540. If you have SAT scores high enough to substitute for PRAXIS I, see the Field Placement Coordinator in 202 Budd Hall for the necessary paper work to officially request a substitution.

7. Record of PRAXIS I Tutorial Sessions

Date Scheduled

Time In

Time Out

8. Academic Advising

While it is you, as an adult learner, who is responsible for monitoring your progress through the program, a member of the education department faculty has been assigned to be your faculty advisor. Advisors are knowledgeable about general education requirements (Wesley's Core Curriculum) and specific program and certification requirements. Faculty advisors are also available to discuss other issues and concerns of your academic program. Advisement is an important role for all faculty, and you are encouraged to get to know your faculty advisor.

Remember, although faculty advisors provide assistance with course selection, ultimate responsibility for meeting degree requirements rests with each teacher candidate. So, it is important to study this manual carefully.

My advisor is: _____

Phone: _____ Office: _____

9. Campus Community School

In 1996, with Delaware's passage charter school legislation, one vision of the education faculty at Wesley College was realized. They had long desired to found a school on campus that would provide teacher candidates the opportunity to volunteer and teach in a school that was based on constructivist philosophy.

The Campus Community School (CCS, 1997) and Campus Community High School (CCHS, 2002) are state funded charter schools, and were established in partnership with a community based group of parents. CCS and CCHS faculty write their own curriculum in collaborative teams and utilize a variety of learning resources that go beyond a single text, CCS is located in Bradford Hall (donated by Wesley College) on the campus, and CCHS is located on Pear Street a few blocks from campus, near the Wesley athletic facility. Students at CCS are taught knowledge, skills, and dispositions that enable them to become self-directed, informed learners. The Wesley education faculty works with the teachers to develop curriculum, and the school serves as a field site for the program's teacher candidates.

Besides offering course-based field experiences, CCS and CCHS also offer paid job opportunities for teacher candidates at Wesley College. If you are interested in employment please contact the school administrator at the CCS in Bradford Hall, across from Budd Hall, where the education program is housed.

10. Examples of Course Work

As part of PE 100 Freshman Seminar, you will be required to select and scan products from your current courses into Tk20. Throughout your program you will be required to submit selected materials into Tk20. Course faculty will evaluate and score products through Tk20.

Below are some examples of course assignments required to be submitted into Tk20.

PE263

- Behavior Management Plan
- Lesson plans and/or rubrics
- Delivery rubrics

PE315, PE316, PE317, and PE318

- Lesson plans and/or rubrics
- Delivery rubrics

Notes