

George Mason University
M.Ed in Curriculum and Instruction with a Physical Education Concentration
PHED 672 - CURRICULUM DEVELOPMENT AND ASSESSMENT
IN PHYSICAL EDUCATION (Individualized Section)
Fall 2015

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|------------------|------------------------|---------------|---------------------|
| DAY/TIME: | M 4:30 – 7:10 | LOCATION: | PW Campus - BRH 247 |
| PROFESSOR: | Dr. Dominique Banville | PHONE NUMBER: | 703-993-3579 |
| OFFICE LOCATION: | Bull Run Hall Rm 201C | OFFICE HOURS: | M- W 9:00-10:30 pm |
| EMAIL ADDRESS: | dbanvill@gmu.edu | FAX NUMBER: | 703-993-2025 |

PREREQUISITES: None

COURSE DESCRIPTION:

This course is designed for teachers currently working in the school system. The purpose of the course is to provide students with knowledge about various curriculum models and assessment strategies that reflect appropriate practices in a standard-based physical education program. Curriculum models such as Sport Education, Adventure Education, Teaching Game for Understanding will be studied through theoretical and professional readings that convey research results and practitioners' experience with the models. Traditional and alternative forms of assessment such as rubric development will be linked with the various curricula.

COURSE OBJECTIVES

As a result of PHED 672, practitioners will be able to:

- Explain the rationale and major components of the curriculum models discussed in class;
- Discuss the role of values on the selection and implementation of curricula;
- Explain how ethnicity/race, gender, religions, social class and other relevant diversity issues impact curriculum development and implementation;
- Discuss critical issues in curriculum development and evaluation;
- Implement a curriculum model into their practice;
- Analyze and evaluate curriculum-related and assessment-related research articles;
- Explain the role of different assessment strategies;
- Explain the importance of having assessment strategies that are valid and reliable;
- Implement a variety of assessment strategies that appropriate for a specific curriculum model;
- Collect objective data to systematically and critically reflect on their practice;
- Implement a reflective practice process in their practice to determine growth.

COURSE OVERVIEW

Through readings, powerpoints, projects, and experimentation, students will learn about different ways of designing curriculum and assess student learning. Assignments must be turned in by the time and date specified or **no credit will be given**.

Standards to be met based on The National Board for Professional Teaching Standards for Physical Education Teachers:

Standard III. Sound Teaching Practices Accomplished physical education teachers possess a thorough comprehension of the fundamentals of physical education and a broad grasp of relevant principles and theories that give their teaching purpose and guide them as they carry out a flexible, yet effective, instructional program responsive to students' needs and developmental levels.

Standard V. High Expectations for Learners Accomplished physical education teachers tenaciously maintain a stimulating, productive setting that encourages participation, discovery, goal setting, and cooperation and that holds all students to the highest expectations.

Standard VII. Curricular Choices Accomplished physical education teachers select, plan, and evaluate curriculum in a continuous process meant to ensure a sensible, properly structured, positive physical education program that meets students' needs and results in student learning.

Standard VIII. Assessment Accomplished physical education teachers design assessment strategies appropriate to the curriculum and to the learner. They use assessment results to provide feedback to the learner, to report student progress, and to shape instruction.

REQUIRED TEXTS

Lund, J. (2000). *Creating Rubrics for Physical Education*. Reston, VA: National Association for Sport and Physical Education.

Lund, J., & Tannehill, D. (2010). *Standards-Based Physical Education Curriculum Development*. (2nd ed.). Sudbury, MA: Jones and Bartlett Publishers.

RELATED RESOURCES

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: American Psychological Association.

NATURE OF COURSE DELIVERY: online

COURSE REQUIREMENTS

Class Preparation Assignments (CPAs) (7) 15 pts

Projects

| | | |
|----|--|--------|
| #1 | Analysis of current curriculum and assessment procedures | 10 pts |
| #2 | Unit Plan for future usage | 25 pts |
| #3 | Unit Plan for immediate implementation | 35 pts |

Reaction Papers

| | | |
|----|------------------------|-------|
| #1 | Assessment of Learning | 5 pts |
| #2 | Technology in the Gym | 5 pts |
| #3 | Teaching all Students | 5 pts |

EVALUATION CRITERIA

Criteria for evaluation includes attendance in class, active participation in class, completion of all readings, exercises, and papers, active and ongoing engagement with journaling as a growth of reflective practice. All written work should be carefully edited for standard grammar and punctuation, as well as clarity of thought. With the exception of journal entries, all submitted work should be prepared through word processing and reflect APA-style (5th edition).

GRADING SCALE

97 – 100= A+ 93 – 96 =A 90 – 92= A- 87 - 89=B+ 83 - 86=B 80 – 82= B-
70 – 79=C <70 = F

Although a B- is a satisfactory grade for a course, students must maintain a 3.00 average in their degree program and present a 3.00 GPA on the courses listed on the graduation application

TENTATIVE COURSE OUTLINE

| Day | Topic/Readings | Assignments Due |
|-------------------------|---|---|
| Sept 14 (Week 1 & 2) | Chapter 1 Building a quality physical Education Program; Brief intro of all the curriculum models. *Chapter 2; and Assigned Readings | Discussion Board. Complete the Value Orientation Inventory CPA #1 |
| Sept 21 (Week 3) | Unpacking the VA PE Standards * Assigned Readings | CPA #2 |
| Sept 28 (Week 4) | Evaluating your PE Curriculum and Assessment in Curriculum Development * Chapter 4 and Assigned Readings | CPA #3; Submit sample of current assessment tools regularly used in your classes Due: Project #1 |
| Oct 5 (Week 5) | Rubrics – Why, What, How, Who? Standard 7: What about it... Lund (2000) and assigned Readings | CPA #4 |
| Oct 12 (Week 6) | Curriculum development and assessment at the elementary level *Chapters 7 & 8 and Assigned Readings | CPA #5 |
| Oct 19 (Week 7) | | Due: Reaction Paper #1: Assessment of Learning no later than 7:00 pm |
| Oct 26 (Week 8) | Curriculum development and assessment at the secondary level * Chapters 10, 11 & 13, and Assigned Readings | CPA #6 |
| Nov 2 (Week 9) | | |
| Nov 9 (Week 10) | | Due: Reaction Paper #2: Technology in the Gym no later than 7:00 pm |
| Nov 16 (Week 11) | | Due: Project #2 no later than 7:00 pm |
| Nov 23 (Week 12) | Social Justice in the Curriculum *Chapter 5, and Assigned Readings | CPA #7 |
| Nov 30 (Week 13) | | Due: Reaction Paper #3: Teaching all Students du no later than 7:00 pm |
| Dec 7 (Week 14) | | Due Project #3; Power point presentations of Individual Project |

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, School of Recreation, Health, and Tourism, please visit our website [See <http://rht.gmu.edu/>].

CORE VALUES COMMITMENT: The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.

