

Faculty End-of Course *Reflection* Summary

Purpose of this course

The course is designed to provide students with a base of knowledge for effective health instruction in grades P-5, an understanding of typical school safety and first aid procedures, and comprehension of appropriate methods for teaching movement activities to children. The course also provides an overview of the policies, procedures, and expectations of the Price School of Education, and an introduction to alternative certification routes for non-teacher education majors.

Student Learning Outcomes (SLO)

1. comprehend Georgia Health and Physical Education requirements for public school grades K-12.
2. define and explain the significance of the Georgia Performance Standards.
3. recognize GACE requirements for teaching fields of interest.
4. define the term artifact as it relates to the e-folio.
5. identify and comprehend routes to teaching certification in Georgia teacher.
6. compare Georgia HPE requirements with NASPE recommendations for activity.
7. comprehend the significance of physical activity and physical education for ages 5-12.
8. differentiate traditional and skill theme approaches to teaching elementary physical education.
9. identify classifications of skill themes (locomotor, manipulative, non-manipulative).
10. place movements (e.g. running, throwing, etc) into appropriate skill theme classification.
11. understand and apply a developmental perspective to teaching movement skills.
12. cite typical responsibilities for K-5 health teachers and physical education teachers.
13. explain and apply appropriate observation methods for teaching physical activity.
14. recognize key observation points for various manipulative skills.
15. cite and implement strategies for maintaining appropriate classroom behavior.
16. recognize appropriate sources of content for health topics including nutrition, stress, and others.
17. implement effective strategies for topics including emergency care, safety, violence, and others.
18. identify four common content areas for teaching safety in grades K-5.
19. develop effective teaching strategies for the four safety content areas.
20. explain the proper treatment of minor injuries that produce pain/swelling (RICE).
21. identify and explain four common areas of child abuse/maltreatment.
22. list warning signs/symptoms for the four areas of child abuse/maltreatment.
23. cite universal precautions for emergency injury care and list items for a first aid kit.
24. cite, explain, and implement teaching strategies to keep physical activity levels high.

25. cite, explain, and implement teaching strategies to organize physical activity classes.
26. design various tournaments (double elimination, round robin, et al).
27. demonstrate comprehension of PSOE proficiencies.
28. act as an advocate for quality, daily physical education in all grade levels.
29. distinguish between the role of coaches and teachers.
30. recognize potential conflicts between the role of teacher and coach.

Overall comments/impressions

What was different this time: (if appropriate - discuss and/or assessments Student Learning Outcomes that were new or modified from previous methodology)

1. comprehend Georgia Health and Physical Education requirements for public school grades K-12.

In the past, the students completed assignments using a specific resource for standards for PE and Health. This semester, they were able to pick their own resource while completing the assignment.

What worked: (discuss specific SLO's and/or assessments that succeeded; comment on why it worked well)

1. comprehend Georgia Health and Physical Education requirements for public school grades K-12.
2. define and explain the significance of the Georgia Performance Standards.
3. recognize GACE requirements for teaching fields of interest.
5. identify and comprehend routes to teaching certification in Georgia teacher.
7. comprehend the significance of physical activity and physical education for ages 5-12.
8. differentiate traditional and skill theme approaches to teaching elementary physical education.
9. identify classifications of skill themes (locomotor, manipulative, non-manipulative).
10. place movements (e.g. running, throwing, etc) into appropriate skill theme classification.
11. understand and apply a developmental perspective to teaching movement skills.
12. cite typical responsibilities for K-5 health teachers and physical education teachers.
13. explain and apply appropriate observation methods for teaching physical activity.

14. recognize key observation points for various manipulative skills.
15. cite and implement strategies for maintaining appropriate classroom behavior.
16. recognize appropriate sources of content for health topics including nutrition, stress, and others.
18. identify four common content areas for teaching safety in grades K-5.
19. develop effective teaching strategies for the four safety content areas.
24. cite, explain, and implement teaching strategies to keep physical activity levels high.
25. cite, explain, and implement teaching strategies to organize physical activity classes.
28. act as an advocate for quality, daily physical education in all grade levels.
29. distinguish between the role of coaches and teachers.
30. recognize potential conflicts between the role of teacher and coach.

What could be better: (describe SLO's and/or assessments that could have been better met; comment on why improvement is needed)

17. implement effective strategies for topics including emergency care, safety, violence, and others.

This SLO is difficult to teach online but discussion about emergency care and safety need to be revisited for future courses.

Suggested changes for this course: (discuss any "tweaks" you will implement, tied to specific SLO's; discuss your "vision" for this course the next time you teach it)

The vision for this course will be the same moving forward. The SLO's are taught thoroughly and the course is well rounded. Apart from adding emergency care within the discussion a bit more, little tweaking is necessary.

Implications for technology, budget, etc.: (discuss potential improvement methodologies that would require additional budgetary support; e.g., software, classroom technology, student tutoring, computer technology)

N/A