

GEORGE MASON UNIVERSITY  
School of Recreation, Health, and Tourism  
PHED 403: Elementary School Instruction (3)  
Fall 2011

DAY/TIME:	Monday / Wednesday	LOCATION:	PW Freedom Center 214
INSTRUCTOR:	Mr. Tony DeGregorio	EMAIL ADDRESS:	adegrego@gmu.edu
OFFICE LOCATION:	Occoquan Bldg.	PHONE NUMBER:	703 993-7157
OFFICE HOURS:	W- 12:30 – 1:30 App't TH 3:30 RAC By App't	FAX NUMBER:	703-993-2027

PREQUISITES

PHED 201, 202, 273, 274, 275, and 306; and BSED status

COURSE DESCRIPTION

Covers content, knowledge, and teaching methods for K-6 physical education. Requires field experience.

SEMESTERS TAUGHT: Fall & Spring

COURSE OBJECTIVES

At the completion of this course, teacher candidates must be able to:

1. Due to instruction make observable improvements on the motor skills of children and motivate them to participate in locomotor, manipulative and non-locomotor patterns.
2. Use technology for preparing lessons, for direct use by students, and for educating the broader community.
3. Collaborate with your cooperating teacher to develop and execute lesson plans that meet the needs of diverse student populations.
4. Apply movement concepts of space awareness, effort and relationships to educational games, fitness, gymnastics, and dance in lesson planning and execution
5. Interact with your mentor teachers and course instructor about your growth and development as a teacher and your impact on students.
6. Teach appropriate class management and instructional strategies to promote students' personal & social behaviors conducive to a positive learning environment.
7. Self-evaluate your teaching through continuous written reflection.
8. Discuss with professional teachers and community the value of physical education for children emphasizing specific health and physical benefits.
9. Show commitment in your teaching to NASPE National Standards and appropriate practices (COPEC) so that every child learns.
10. Engage in the ongoing development of your professional philosophy of teaching elementary physical education and demonstrate that philosophy in your field experience
11. Show ability to arrange and manage equipment, space and time for equitable and appropriate practice.
12. Show appropriate professional dispositions by joining and attending VAHPERD and/or AAHPERD meetings.
13. Promote safety, cooperation and mutual respect among learners.

## COURSE OVERVIEW

Pre-school and elementary Physical Education curriculum content is the focus while teaching appropriately designed lessons to children in schools. Physical education curriculum based on the Skill Theme Approach for Grades Pre K-5 is applied along with National Standards for the “new physical education.”

CEHD’s 5 Core Values are integrated into the content of this course and include: Collaboration, Social Justice, Research based practice, Innovation & Diversity.

## REQUIRED READINGS/TEXT

- Graham, George. Teaching Children Physical Education Becoming a Master Teacher 3rd Edition. Champaign, IL: Human Kinetics, 2008.
- Graham, George. Holt/Hale, Shirley Ann. Parker, Melissa. Children Moving 8th Edition. New York, NY: McGraw Hill, 2010.

## ATTENDANCE Policy:

- Students are expected to attend class. In-class participation is important to the individual student and to the class as a whole. Because class participant may be a factor in grading, instructors may use absence, tardiness, or early departure as de facto evidence of non-participation. Students who miss an exam with an acceptable excuse may be penalized according to the individual instructor's grading policy, as stated in the course syllabus.
- Attendance is recorded prior to the beginning of class.
- Arrivals up to 10 minutes late constitute a tardy.
- Students are solely responsible for submitting assignments on time and for obtaining any class information from classmates on lecture notes, updates, changes of calendar and handouts due to absences.
- Assignments and tests must meet deadlines or no credit is earned. Computer and printer failures are not excused. Advance approval from the professor is needed for exceptions. Only extreme emergencies and university-sponsored functions are exempt from this policy.

## EVALUATION & GRADING SCALE

Criteria for grading and Grading Scale:

A = 94-100%	940 - 1000	B- = 80-83%	800 - 839	D = 60-69%	600 - 699
A- = 90-93%	900 - 939	C+ = 77-79%	770 - 799	F = <60	599 <
B+ = 87-89%	870 - 899	C = 74-76%	740 - 769		
B = 84-86%	840 - 869	C- = 70-73	700 - 739		

\*\*There is a grade penalty for grammar and spelling errors on assignments.

\*\* Students are responsible for all in class work regardless of absences.

<b>Assignments:</b>	<b>%</b>	<b>Points</b>	
Attendance (10 points/class)	15%	150	
<u>Field Experience</u>			
▪ Learner assessment tools (3)	15%	150	50 points each
▪ Lesson Plans [2]	15%	150	75 points each
▪ Weekly Journals (5)	<i>Non-graded requirement</i>		
▪ Video Analysis (2 + 1)	<i>Non-graded requirement</i>		
Mid Term Exam	10%	100	
Take Home Assignments	10%	100	
Blackboard Readings	10%	100	50 points each
Newsletter	5%	50	
Advocacy	5%	50	
Convention/Workshop Presentation	<i>Non-graded requirement</i>		
<u>Final Exam</u>	<u>15%</u>	<u>150</u>	
Total	100%	1000	

Completed Teaching Portfolio = non-graded requirement. Portfolios (2' wide, 3 ring binder with sectional dividers) must be properly composed and reviewed by instructor prior to class completion. Teacher candidates are expected to review their portfolios for grammar and spelling errors.

Professional dispositions = non-graded requirement. Professional dispositions are values, attitudes and professional ethics toward learners, peers, professors and the learning process. You will self-evaluate your dispositions throughout the semester and examine your commitment to the teaching profession.

#### Field Experience Requirement:

A minimum of 15 hour field experience at an elementary school must be completed to pass this course. You will be assigned to a mentor teacher specifically selected by Mr. DeGregorio and will complete your field experiences at those sites within the designated time.

Appropriate Dress: Teaching dress is defined by the PHED Dress Code and is required for "teaching days". You are expected to order clothing with Mason insignia for field experience.

1. Lesson Plans: You will develop 2 typed lesson plans and evaluations using skill themes and movement concepts as the lesson focus. Use the official lesson plan format. Collaborate with your mentor teacher on lesson plan development. [Graded assignment]
2. Learner Assessment Tools: You will develop 3 assessment tools (2 rubrics [psychomotor & affective] and a cognitive test with accompanying rubric). Preparation materials for these requirements will be provided. [Graded assignment]  
(*Field Experience – during your field experience period, all themes, thoughts, routines, lesson objectives, etc. should be observed and/or discussed with your cooperating field experience teacher.*)
3. Video Self- Analysis: You will videotape 2 teaching episodes that you teach alone. You will

use systematic observation tools to analyze your taped lessons of 30-45 minutes, continuous taping from the beginning of class until the end. [Non-graded requirement]

4. Weekly written journals: You will keep weekly journals describing the context of your classes and specific student outcomes in the 3 learning domains. Assess your ability to manage and organize students, your relationship with your mentor teacher and your commitment to teaching. [Non-graded requirement]
  - Worksheet for each visit will be provided for you to turn in to instructor on class following each week in the schools.

#### *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>].



## Tentative PHED 403 Agenda – Fall 2011

Wk/Date	Tentative Class Agenda - Monday	Tentative Class Agenda - Wednesday	Assignments/Additional Info
1 8/29 8/31	<ul style="list-style-type: none"> <li>• Intro.</li> <li>• Expectations</li> <li>• Syllabus Review</li> <li>• Professionalism [C 33] PP</li> <li>• “Grey Area” - area of creativity</li> <li>• Dealing w/ Staff, Administration [C 33, p 674-681]</li> </ul>	<ul style="list-style-type: none"> <li>• Hall of Shame</li> <li>• Developmentally Appropriate PE</li> <li>• Benefits &amp; Obstacles PP</li> </ul>	<ul style="list-style-type: none"> <li>○ Read G1 p.3, 12 Normal Day, G2</li> <li>○ Related Movement Activity</li> </ul>
2 9/5 Labor Day 9/7	<ul style="list-style-type: none"> <li>▪ Establishing a Learning Environment [C 9]</li> <li>▪ Establishing Rules/Protocols PP</li> </ul> <p>9/5 <i>Labor Day – No class</i> 9/7 <i>PHED Majors Club meeting 10:00 AM then meet in Room BRH 253</i></p>	<ul style="list-style-type: none"> <li>▪ <b>PHED Majors Club meeting 10:00 AM</b></li> <li>▪ Classroom Mgmt &amp; Organization PP</li> <li>▪ View TVIDs</li> <li>▪ Field Experience Review</li> </ul>	<ul style="list-style-type: none"> <li>▪ Read G3, G4</li> <li>▪ Reinforcement reading [C9]</li> <li>▪ Portfolio Prep – mention</li> <li>▪ Related Movement – Parachute activity</li> <li>▪ O&amp;M Tips.doc</li> </ul>
3 9/12 9/14	<ul style="list-style-type: none"> <li>▪ Maintaining Appropriate Behavior [C 10] [pp]</li> <li>▪ Instant activity – view</li> <li>▪ Team Teaching</li> </ul>	<ul style="list-style-type: none"> <li>▪ Distribute Field Experience Assignments and contacting Cooperating Teacher procedures</li> <li>▪ Discipline Case Study Worksheet</li> <li>▪ Getting the Lesson Started [G5] pp. 71, 84, 87</li> <li>▪ Instructing &amp; Demonstrating [G6]</li> <li>▪ Present Kindergarten Lesson activity - review lesson plan</li> </ul>	<ul style="list-style-type: none"> <li>▪ GMU Clothing</li> <li>▪ Read G5, G6</li> <li>▪ Reinforcement reading [C10]</li> <li>▪ Related Movement Activity - Kindergarten Lesson</li> <li>▪ Auxiliary Material - Teaching techniques, strategies &amp; tips [pp]</li> <li>▪ <i>Prep for Blackboard Reading Assignment #1</i></li> </ul>
4 9/19 9/21	<ul style="list-style-type: none"> <li>▪ Field Experience – touch base, assignments</li> <li>▪ Chapter 7 Motivating Children to Practice</li> <li>▪ Reflective Teaching [C 5] [pp] <ul style="list-style-type: none"> <li>○ <i>Reflective Teaching Activity Take Homework #1</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ TVID-Dribble Lsn 5G</li> <li>▪ Graham CD 8</li> <li>▪ <i>Review</i> <ul style="list-style-type: none"> <li>○ Getting the Lesson Started [G5] pp. 71, 84, 87</li> <li>○ Instructing &amp; Demonstrating [G6]</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Read G7, G8</li> <li>• Read C 16 Space Awareness</li> <li>• Reinforcement reading [C5]</li> <li>• Related Movement Activity - Musical Hoops</li> <li>• FCPS Field Experience Contacts</li> <li>• <b>Blackboard Reading Assignment #1</b></li> <li>• Progress Check</li> </ul>
5 9/26 9/28	<p><i>Field Experience Check/reminder – hand in worksheets per observation, emails, questions, comments</i></p> <ul style="list-style-type: none"> <li>• Perceptions &amp; Your Future [BB reading assignment #1] - “An Innocent Man on Death Row” – reactions, review</li> </ul>	<ul style="list-style-type: none"> <li>• Mosston Teaching Styles</li> <li>• Video/interactive Related Movement Activity</li> </ul>	<ul style="list-style-type: none"> <li>• Reinforcement reading [C11, C 2, C3 ,C29, C30, C31]</li> </ul>

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<b>6</b> 10/3 10/5	<ul style="list-style-type: none"> <li>Content Skill Theme - Skill Theme Approach [PP]</li> <li>Group Dance Activity prep/ assignment <b>Wednesday</b> – present music changes to set dances</li> </ul>	<ul style="list-style-type: none"> <li>Group Dance Activity prep/ assignment – present music changes to set dances</li> </ul>	<p><b>Will Post Mid-term “take home” on BB after 10/12 class – due 10/19 class or before</b></p> <ul style="list-style-type: none"> <li>▪ <b>Scantron needed</b></li> <li>• Prepare Professional Disposition Req.</li> <li>• Read G10, G11</li> <li>• Read G9, Dance [C 29]</li> </ul>
<b>7</b> 10/11 Tuesday MID-TERM 10/12	<ul style="list-style-type: none"> <li>Determining Generic Levels of Skill Proficiency [PP]</li> <li>ES POS <b>Curriculum</b> GMU Version [PP]</li> <li>Planning [PP]</li> </ul>	<ul style="list-style-type: none"> <li>Review Portfolio Requirements - preparation</li> <li>Providing Feedback [G10]</li> <li>Building Critical-Thinking Skills [G11]</li> <li>Collaborative Activity – <i>Make Developmentally Inappropriate game developmentally appropriate</i></li> </ul>	<ul style="list-style-type: none"> <li>• Read [C 7, 8]</li> <li>• Graham G9, G10, G11</li> <li>• Prepare Professional Disposition Req - <b>Due next week</b></li> </ul> <p>Related Movement Activity</p>
<b>8</b> 10/17 10/19	<ul style="list-style-type: none"> <li>Newsletter Requirement</li> <li>Learning Styles Inventory – intro (word doc.)</li> </ul>	<ul style="list-style-type: none"> <li>View and/or comment and/or reinforce teaching methods from student lesson presentations [Spencer Video]</li> <li>SHI Assessment Activity</li> </ul>	<ul style="list-style-type: none"> <li>• Collect <b>Mid terms, Professional Disposition Req.</b>, worksheets, etc</li> <li>• Related Movement Activity</li> <li>• Lesson Presentations - Peer in class – sign up or I may “volunteer” you</li> </ul>
<b>9</b> 10/24 10/26	<ul style="list-style-type: none"> <li>Evaluation / Assessment [C14] PP</li> </ul>	<ul style="list-style-type: none"> <li>Rubric Development [of F. Exp skill taught] Backward Design [pp]</li> <li>TCPE References / Graham G13</li> </ul> <p><i>Take Home Activity #2</i></p> <ul style="list-style-type: none"> <li>• <i>Rubric Development – 7 Jumps Lesson</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Praxis II?</li> <li>▪ Prepare for Collaborative Activity for VAHPERD Convention – <i>Make Developmentally Inappropriate game developmentally appropriate</i></li> </ul>
<b>10</b> 10/31 11/2	<ul style="list-style-type: none"> <li>Observing Student Responses [C12]</li> <li>Assessment Activity</li> <li>PE Metrics - Level 3</li> </ul>	<ul style="list-style-type: none"> <li>Prepare for Collaborative Activity for VAHPERD Convention – <i>Make Developmentally Inappropriate game developmentally appropriate</i></li> </ul>	<ul style="list-style-type: none"> <li>• Read G13</li> <li>• Display Skill Rubric &amp; Affective Rubric &amp; Cognitive Rubric/Study Guide</li> </ul>
<b>11</b> 11/7 11/9	<ul style="list-style-type: none"> <li>Study Your Own Teaching, Varied Teaching Approaches [C 15] Task Analysis</li> <li>Duration Time Analysis Assignment Review [G6]</li> <li>Building Positive Feelings [G12]</li> <li>Terms, “<i>Watch What You Say &amp; How You Say it</i>” [Ask Amy]</li> </ul>	<ul style="list-style-type: none"> <li>Present for Collaborative Activity for VAHPERD Convention – <i>Make Developmentally Inappropriate game developmentally appropriate</i></li> </ul>	<p><b>Newsletter Assignment Due</b></p> <ul style="list-style-type: none"> <li>▪ Taskstream ready?</li> </ul> <p><i>Prep for Blackboard Reading Assignment #2</i></p>

## Tentative PHED 403 Agenda – Fall 2011

VAHPERD Convention Reston, VA 11/10-13/2011			
<b>12</b> 11/14 11/16	<ul style="list-style-type: none"> <li>Article “The Voice of the Low Achiever” reading assignment discussion [BB reading assignment #2]</li> <li>Teaching Techniques Review PP</li> </ul>	<ul style="list-style-type: none"> <li>Special Education [C 6] [IEP] - APE, LD, ESOL, ED, MR - PT, OT PP</li> <li>Student Presentations movement activity</li> </ul>	<ul style="list-style-type: none"> <li>Mile Run Estimation Assignment – indicate on sign in sheet</li> <li>Inform students that from this date to end of semester, bulk of the assignments are coming due.                             <ul style="list-style-type: none"> <li>Show spreadsheet of assignment check off</li> </ul> </li> </ul> <p><b>PHED 403 classes now until end of semester, be prepared to be active both Monday &amp; Wednesday</b></p>
<b>13</b> 11/21 T-giving 11/23	<ul style="list-style-type: none"> <li>Integrating Core Curriculum PP</li> </ul>	<p><b>T-giving</b> <b>11/23</b></p>	Field Experience Reminders <ul style="list-style-type: none"> <li>Have teacher sign off on initial paperwork</li> </ul>
<b>14</b> 11/28 11/30	<ul style="list-style-type: none"> <li>Legal Liability [C9 p 143]</li> <li>Safety Rules for Outdoor Recess PP</li> <li>Recess In ES 2001 document [project POS document / on BB]</li> <li>Recess Guidelines document [on BB]</li> </ul>	<ul style="list-style-type: none"> <li>Review Newsletter info</li> <li>Fitness and Fitness Testing Protocols PP [slides 3, 8, 11-15, 17-27] [C 4] [p 52 – 56]</li> </ul>	Read C9 p 143, C 34 Read C4 Field Experience – Wrap Up – turning in materials
<b>15</b> 12/5 12/7	<ul style="list-style-type: none"> <li>Advocacy [C 33] PP</li> <li>End of School Year “Culminators” [C 34]</li> </ul>	<ul style="list-style-type: none"> <li>Portfolio Check Off</li> <li>Continuing to Develop as a Teacher [G14]</li> <li>Teaching Methods Review</li> <li>“Parting Shots”</li> </ul>	Read C 14, G14
12/14	<b>Final Exam</b>	<b>Wed. 10:30 am – 1:15 pm</b>	

**Text reading assignment key:**

**G** = *Teaching Children Physical Education – Becoming a Master Teacher*, Graham

**C** = *Children Moving – A Reflective Approach to Teaching Physical Education*, Graham

**TVID** = Tony DeGregorio made video

**PP** = Powerpoint presentation [on Blackboard]