

GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
School of Recreation, Health, and Tourism
PHED 403: Elementary School Instruction (3)
Spring 2013

DAY/TIME:	Monday / Wednesday	LOCATION:	PW Freedom Center 214
INSTRUCTOR:	Mr. Tony DeGregorio	EMAIL ADDRESS:	adegrego@gmu.edu
OFFICE LOCATION:	PW Bull Run Hall 225A	PHONE NUMBER:	703 993-7119
OFFICE HOURS:	W- 12:30 – 1:30 App't TH 3:30 RAC By App't	FAX NUMBER:	703-993-2025

PREREQUISITES - 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.

PROFESSIONAL ASSOCIATION STANDARDS

Further, upon completion of this course, students will meet the following professional accreditation standards: National Initial Physical Education Teacher Education Standards, National Association for Sport and Physical Education (NASPE)

Standard 3: Planning and Implementation	<i>Physical education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state, and national standards to address the diverse needs of all students.</i>
Standard 4: Instructional Delivery and Management	<i>Physical education teacher candidates use effective communication and pedagogical skills and strategies to enhance student engagement and learning.</i>
Standard 5: Impact on Student Learning	<i>Physical education teacher candidates utilize assessments and reflection to foster student learning and inform instructional decisions.</i>
Standard 6: Professionalism	<i>Physical education teacher candidates demonstrate dispositions essential to becoming effective professionals.</i>

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.”

NATURE OF COURSE DELIVERY – Face to face

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.

EVALUATION & GRADING SCALE

Criteria for grading and Grading Scale:

A = 94-100%	940 - 100	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.

Assignments:	%	Points	
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 & In-class Assignments	10%	100	
Blackboard Readings	10%	100	50 points each
Newsletter/ Advocacy	10%	100	
Class Presentation			<i>Non-graded requirement</i>
<u>Final Exam</u>	<u>15%</u>	<u>150</u>	
Total	100%	1000	

****Grading Rubrics for each assignment noted above are definitively displayed on Blackboard site.**

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.

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.



GMU POLICIES AND RESOURCES FOR STUDENTS

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honorcode/>].
- 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.
- 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/>].
- 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 stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- 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/>].

Revised 12/18/12

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. <http://cehd.gmu.edu/values/>

Regarding electronic devices (such as laptops, cell phones, etc.), please be respectful of your peers and your instructor and do not engage in activities that are unrelated to class. Such disruptions show a lack of professionalism and will affect your participation grade.

PHED 403 Agenda Spring 2013

Note: Faculty reserves the right to alter the schedule as necessary

Wk/Date	Tentative Class Agenda - Monday	Tentative Class Agenda - Wednesday	Assignments/Additional Info
1 1/23 Wednesday	<p>5/8 Wednesday Final Exam 10:30 am – 1:15 pm</p>	<ul style="list-style-type: none"> • Intro. • Expectations • Syllabus Review • Professionalism [C 33] PP • “Grey Area” - area of creativity • Dealing w/ Staff, Administration [C 33, p 674-681] <p><i>Benefits & Obstacles Worksheet Info/Prep #1</i></p>	<ul style="list-style-type: none"> ▪ Read G1 p.3, 12 Normal Day, G2 ▪ Reinforcement reading [C9]
2 1/28 1/30	<ul style="list-style-type: none"> • Hall of Shame • Developmentally Appropriate PE • Benefits & Obstacles PP • Establishing a Learning Environment [C 9] • Review Benefits & Obstacles Worksheet 	<ul style="list-style-type: none"> ▪ Establishing Rules/Protocols PP ▪ Review Beginning School Info Packet [BB] ▪ Classroom Mgmt & Organization PP ▪ View TVIDs ▪ Field Experience Review 	<ul style="list-style-type: none"> ▪ Read G3, G4 ▪ Portfolio Prep – mention ▪ Related Movement – Parachute activity ▪ O&M Tips.doc ▪ Benefits & Obstacles Worksheet Due [M]
3 2/4 2/6	<ul style="list-style-type: none"> ▪ Maintaining Appropriate Behavior [C 10] [pp] ▪ Instant activity – view ▪ Team Teaching ▪ <i>Discipline Case Study Worksheet Info/Prep #2</i> 	<ul style="list-style-type: none"> ▪ Distribute Field Experience Assignments and contacting Cooperating Teacher procedures ▪ Review Discipline Case Study Worksheet ▪ Getting the Lesson Started [G5] pp. 71, 84, 87 ▪ Instructing & Demonstrating [G6] ▪ Present Kindergarten Lesson activity - review lesson plan ▪ <i>Prep for Blackboard Reading Assignment #1</i> 	<ul style="list-style-type: none"> ▪ GMU Clothing ▪ Read G5, G6 ▪ Reinforcement reading [C10] ▪ Related Movement Activity - Kindergarten Lesson ▪ Auxiliary Material - Teaching techniques, strategies & tips [pp] ▪ Discipline Case Study Worksheet Due [W]
4 2/11 2/13	<ul style="list-style-type: none"> ▪ Field Experience – touch base, assignments ▪ Chapter 7 Motivating Children to Practice ▪ Reflective Teaching [C 5] [pp] ▪ <i>Reflective Teaching Worksheet Info/Prep #3</i> 	<ul style="list-style-type: none"> ▪ TVID-Dribble Lesson 5G ▪ Graham CD 8 ▪ Review -Getting the Lesson Started [G5] pp. 71, 84, 87 -Instructing & Demonstrating [G6] ▪ Review Reflective Teaching Worksheet 	<ul style="list-style-type: none"> • Read G7, G8 • Read C 16 Space Awareness • Reinforcement reading [C5] • Inform of Field Experience Contacts • Blackboard Reading Assignment #1 Due • Review Reflective Teaching Worksheet Due [W] • Related Movement Activity - Musical Hoops

<p>5 2/18 2/20</p>	<p><i>Field Experience Check/reminder – hand in worksheets per observation, emails, questions, comments</i></p> <ul style="list-style-type: none"> • Perceptions & Your Future [PP] [BB reading assignment #1] - “An Innocent Man on Death Row” – reactions, review 	<ul style="list-style-type: none"> • Mosston Teaching Styles • Video/interactive Related Movement Activity 	<ul style="list-style-type: none"> • Reinforcement reading [C11, C 2, C3 ,C29, C30, C31]
<p>6 2/25 2/27</p>	<ul style="list-style-type: none"> • Content Skill Theme - Skill Theme Approach [PP] • <i>Group Dance Activity prep/ assignment Wednesday – present music changes to set dances #4</i> 	<ul style="list-style-type: none"> • Group Dance Activity prep/ assignment – present music changes to set dances #4 	<p>Will Post Mid-term “take home” on BB after 3/6 class – due 3/22 class [Scantron needed]</p> <ul style="list-style-type: none"> • Prepare Professional Disposition Req. • Read G10, G11 • Read G9, Dance [C 29]
<p>7 3/4 3/6</p>	<ul style="list-style-type: none"> • Determining Generic Levels of Skill Proficiency [PP] • ES POS Curriculum GMU Version [PP] • Planning [PP] ▪ <i>Determining Generic Levels of Skill Proficiency Worksheet Info/Prep #5</i> 	<ul style="list-style-type: none"> • Review Portfolio Requirements - preparation • Providing Feedback [G10] • Building Critical-Thinking Skills [G11] • Review Determining Generic Levels of Skill Proficiency Worksheet #5 	<ul style="list-style-type: none"> • Read [C 7, 8] • Graham G9, G10, G11 • <i>Prepare Professional Disposition Req - Due 3/22</i> • Determining Generic Levels of Skill Proficiency Worksheet Due #5 [W]
<p>8 3/18 3/20</p>	<ul style="list-style-type: none"> • Newsletter Requirement • Learning Styles Inventory – intro (word doc.) <p>Prepare for Collaborative Activity for Presentation – <i>Make Developmentally Inappropriate game developmentally appropriate #1</i></p>	<ul style="list-style-type: none"> • View and/or comment and/or reinforce teaching methods from student lesson presentations [Spencer Video] <p>Prepare for Collaborative Activity for Presentation – <i>Make Developmentally Inappropriate game developmentally appropriate #2</i></p>	<p>Collect Mid terms, Professional Disposition 3/20</p> <ul style="list-style-type: none"> • SHI Assessment Activity
<p>9 3/25 3/27</p>	<ul style="list-style-type: none"> • Evaluation / Assessment [C14] PP • <i>View CD Graham #9 “Checking for Understanding” on BB. Take home worksheet #6</i> <p>Prepare for Collaborative Activity for Presentation – <i>Make Developmentally Inappropriate game developmentally appropriate #3</i></p>	<ul style="list-style-type: none"> • Rubric Development [of F. Exp skill taught] Backward Design [pp] • TCPE References / Graham G13 • In class Assessment Activity #1 • CD Graham #9 “Checking for Understanding” Take home worksheet review #6 <p>Prepare for Collaborative Activity for Presentation – <i>Make Developmentally Inappropriate game developmentally appropriate #4</i></p>	<ul style="list-style-type: none"> • Praxis II? • Read G13 • Display Skill Rubric & Affective Rubric & Cognitive Rubric/Study Guide • CD Graham #9 “Checking for Understanding” take home worksheet #6 due [W]

Collaborative Activity Presentation
April 1, 2013 Monday 4:30 – 7:00
RAC FX Cage Gym

10 4/1 4/3	<ul style="list-style-type: none"> In class Assessment Activity #2 Rubric Development – 7 Jumps video [BB] worksheet info/prep #7 <p>Prepare for Collaborative Activity for Presentation – Make Developmentally Inappropriate game developmentally appropriate #5</p>	<ul style="list-style-type: none"> Rubric Development – 7 Jumps video [BB] worksheet review / group activity #7 PE Metrics - Level 3 Review Observing Student Responses [C12] 	<ul style="list-style-type: none"> Rubric Development – 7 Jumps video [BB] worksheet #7 due [W]
11 4/8 4/10	<ul style="list-style-type: none"> Study Your Own Teaching, Varied Teaching Approaches [C 15] Task Analysis Duration Time Analysis Assignment Review [G6] View student teaching video on BB. Take home worksheet #8 	<ul style="list-style-type: none"> Student teaching video on BB. Take home worksheet review#8 Review Newsletter info Building Positive Feelings [G12] <p>Terms, “Watch What You Say & How You Say it” [Ask Amy]</p>	<ul style="list-style-type: none"> Newsletter Assignment Due [W] Student teaching video on BB. Take home worksheet review#8 due [W] <p>Blackboard Reading Assignment #2Due</p>
12 4/15 4/17	<ul style="list-style-type: none"> Article “The Voice of the Low Achiever” reading assignment discussion [BB reading assignment #2] FAT Workshop CD 	<ul style="list-style-type: none"> Special Education [C 6] [IEP] - APE, LD, ESOL, ED, MR - PT, OT PP Teaching Techniques Review PP Student Presentations movement activity 	<ul style="list-style-type: none"> Mile Run Estimation Assignment – indicate on sign in sheet <ul style="list-style-type: none"> Show spreadsheet of assignment check off
13 4/22 4/24	<ul style="list-style-type: none"> Integrating Core Curriculum PP Student Presentations movement activity 	<ul style="list-style-type: none"> Fitness and Fitness Testing Protocols PP [slides 3, 8, 11-15, 17-27] [C 4] [p 52 – 56] Student Presentations movement activity 	<ul style="list-style-type: none"> Read C9 p 143, C 34 Read C4 Field Experience – Wrap Up – turning in materials
14 4/29 5/1	<ul style="list-style-type: none"> Legal Liability [C9 p 143] Safety Rules for Outdoor Recess PP Recess In ES 2001 document [project POS document / on BB] Recess Guidelines document [on BB] Student Presentations movement activity 	<ul style="list-style-type: none"> Advocacy [C 33] PP [Read C 14, G14] Continuing to Develop as a Teacher [G14] Teaching Methods Review 	<p>Week 15 5/6 Monday</p> <ul style="list-style-type: none"> End of School Year “Culminators” [C 34] Portfolio Check Off “Parting Shots”

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 = Power point presentation [on Blackboard]

Blackboard Reading Assignments

1. Perceptions & Your Future - “An Innocent Man on Death Row”
2. “The Voice of the Low Achiever”

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Take Home & In-class Assignments

1. Benefits & Obstacles Worksheet Info/Prep #1
2. Discipline Case Study Worksheet Info/Prep #2
3. Reflective Teaching Worksheet Info/Prep #3
4. Group Dance Activity prep/ assignment – present music changes to set dances #4
5. Determining Generic Levels of Skill Proficiency Worksheet Info/Prep #5
6. View CD Graham #9 “Checking for Understanding” on BB worksheet #6
7. Rubric Development – 7 Jumps video [BB] worksheet info/prep #7
8. View student teaching video on BB worksheet #8