

George Mason University
College of Education and Human Development
Health and Physical Education

PHED 403 001– Elementary School Instruction
3 credit hours, Spring 2018
Monday & Wednesday 10:30 am – 11:45 am; Freedom Center 214

Faculty

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Prerequisites/Corequisites

PHED 201, 202, 273, 274, 275. Must be taken within one year of student teaching. Open to students with BSED status only.
Corequisite- PHED 306.

University Catalog Course Description

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

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.”

Course Delivery Method

This course will be delivered using a lecture and lab format.

Learner Outcomes or 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 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>

Required Texts

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

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

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.

Assignments and/or Examinations

Field Experience Requirement:

Background Investigation Requirement - All local school systems require students to complete a criminal background check through their human resources office (not through George Mason University) prior to beginning the internship. Detailed instructions on the process will be sent to the student from either the school system or Mason. Students are strongly advised to disclose any/all legal incidents that may appear on their records. The consequence of failing to do so, whether or not such incidents resulted in conviction, is termination of the internship.

- A minimum of 15 hours field experience at an elementary school must be completed to pass this course. You will be assigned to 3 mentor teachers specifically selected by Mr. DeGregorio and will complete your field experiences at those sites within the designated timeframe.
 - **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.
 - During your field experience period, all themes, thoughts, routines, lesson objectives, etc. should be observed and/or discussed with your cooperating field experience teacher
1. **Lesson Plans:** You will develop a typed lesson plan and evaluation 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 (Rubrics [psychomotor, cognitive & affective] and a cognitive assessment that accompanies the cognitive rubric). [Graded assignment]
 - You will be given a choice of skill to “use/practice” your psychomotor rubric to assess students in PHED 273 or PHED 275 [Non-graded assignment]
 3. **Video Self- Analysis:** We will record 1 teaching episode that you teach alone. You will use systematic observation tool (Duration Time Analysis) to analyze your taped lessons of 30-45 minutes, continuous taping from the beginning of class until the end. [Non-graded requirement]
 4. **Field Experience written journals:** You will keep journals at each assigned field experience site 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 school visit.

Mid-term 10%, 100 points and Final Exam 15%, 150 points - multiple-choice, comprehensive to include lecture, discussion, worksheets, above requirements & text reading references.

Take Home & In-class Assignments 10%, 100 points – are posted on Blackboard site and are due on designated date. Students are responsible for all in class work regardless of absences.

Blackboard Readings 10%, 50 points each – are posted on Blackboard site and protocols for completion are indicated.

Advocacy 10%, 100 points – development of an advocacy piece for a physical education

programs in and elementary school. Choice of an advocacy piece should describe unique parts of your proposed program and should connect with parents, staff and community seeking their collaboration.

Class Presentation = non-graded requirement. Students will present at the **TBA**

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. You are expected to review their portfolios for grammar and spelling errors.

• **Other Requirements**

- 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.

Overview

Assignments:	%	Points	
Attendance (10 points/class)	15%	150	
<u>Field Experience</u>			
▪ Learner assessment tools (3)	15%	150	50 points each
▪ Lesson Plan	15%	150	
▪ Weekly Journals (5)	<i>Non-graded requirement</i>		
▪ Video Analysis	<i>Non-graded requirement</i>		
▪ Practice Assessment	<i>Non-graded requirement</i>		
Mid Term Exam	10%	100	
Take Home & In-class Assignments	10%	100	
Blackboard Readings	10%	100	50 points each
Advocacy	10%	100	
Class Presentation	<i>Non-graded requirement</i>		
Final Exam	15%	150	
Total	100%	1000	

Grading (Rubrics for each assignment noted above are definitively displayed on Blackboard site)

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

Professional Dispositions See <https://cehd.gmu.edu/students/polices-procedures/>

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

Class Schedule

Tentative PHED 403 Agenda – Spring 2018

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Wk/Date	Tentative Class Agenda - Monday	Tentative Class Agenda - Wednesday	Assignments/Additional Info
1 1/22 1/24	<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] 	<ul style="list-style-type: none"> Developmentally Appropriate PE <ul style="list-style-type: none"> Hall of Shame Establishing a Learning Environment [C9] Prep Benefits & Obstacles Worksheet #1 	<ul style="list-style-type: none"> Read G1 p.3, 12 Normal Day, G2 Reinforcement reading [C9] Mason PHED Apparel
2 1/29 1/31	<ul style="list-style-type: none"> Review Prep Benefits & Obstacles Worksheet #1 [pp] Establishing Rules/Protocols PP <ul style="list-style-type: none"> Text Media Review Beginning School Info Packet [BB] Classroom Management & Organization [pp] View TVIDs, Flowchart [F16 9.5] 	<ul style="list-style-type: none"> Maintaining Appropriate Behavior [C 10] [pp] Instant activity – view Discipline Case Study Worksheet Info/Prep #2 Field Experience Review 	<ul style="list-style-type: none"> Read G2, G10 Portfolio Prep – mention Related Movement – Parachute activity O&M Tips.doc Benefits & Obstacles Worksheet #1 Due [M]
3 2/5 2/7	<ul style="list-style-type: none"> Review Discipline Case Study Worksheet #2 Getting the Lesson Started [G5] pp. 71, 84, 87 	<ul style="list-style-type: none"> Distribute Field Experience Assignments and contacting Cooperating Teacher procedures Motivating Children to Practice [C7] 	<ul style="list-style-type: none"> Read G6, G7 Reinforcement reading [C10] Discipline Case Study Worksheet #2 Due [M]
4 2/12 2/14	<ul style="list-style-type: none"> Instructing & Demonstrating [G7] Present Lesson/activity – review lesson plan [Dice & Cones] 	<ul style="list-style-type: none"> Review <ul style="list-style-type: none"> -Getting the Lesson Started [G6] pp. 71, 84, 87 -Instructing & Demonstrating [G7] TVID-Dribble Lesson 5G Text media Review Reflective Teaching Worksheet #3 	<ul style="list-style-type: none"> Confirm Field Experience Contacts Auxiliary Material - Teaching techniques, strategies & tips [pp]
5 2/19 2/21	<ul style="list-style-type: none"> Perceptions & Your Future [pp] [BB reading assignment #1] - “An Innocent Man on Death Row” – reactions, review 	<p><i>Field Experience Check/reminder – hand in worksheets per observation, emails, questions, comments</i></p> <ul style="list-style-type: none"> Mosston Teaching Styles 	<ul style="list-style-type: none"> Read G5, G8 Read C16 Space Awareness Reinforcement reading [C5]

	<ul style="list-style-type: none"> • Reflective Teaching [C 5] [pp] • Reflective Teaching Worksheet Info/Prep #3 • Prep for Blackboard Reading Assignment #1 		<ul style="list-style-type: none"> • Reflective Teaching Worksheet Due #3 [M]
6 2/26 2/28	<ul style="list-style-type: none"> • Content Skill Theme - Skill Theme Approach [PP] • ES POS Curriculum GMU Version [PP] • Planning [PP] 	<ul style="list-style-type: none"> • Learning Styles Inventory – intro (word doc.) • LSI Group Activity 	<ul style="list-style-type: none"> • Reinforcement reading [C11, C2, C3, C29, C30, C31] • Blackboard Reading Assignment #1 Due
7 3/5 3/7	<ul style="list-style-type: none"> • Determining Generic Levels of Skill Proficiency [PP] 	Group Dance Activity prep/ assignment – present music changes to set dances #4	Mid-term “take home” posted on BB after 3/7 class – due 3/21 class [Scantron needed] <ul style="list-style-type: none"> • Read G11, G13 • Read G4, Dance [C 29]
8 3/19 3/21	<ul style="list-style-type: none"> • Review Portfolio Requirements - preparation • LSI Group Activity • Prep Developmental Progression of Tasks Worksheet #5 	<ul style="list-style-type: none"> • Evaluation / Assessment [C14] [pp] • Review Developmental Progression of Tasks Worksheet #5 <i>“pre” - Prepare for Fall Professional Development</i>	<ul style="list-style-type: none"> • Read [C 7, 8] • Graham G11 • Due - Mid-terms 3/21 Developing Progression of Tasks - Worksheet Due #5 [Weds. in class]
9 3/26 3/28	<ul style="list-style-type: none"> • Rubric Development [of F. Exp. skill taught] [pp] • Backward Design [pp] <i>Day 1 - Prepare for Fall Professional Development</i>	<ul style="list-style-type: none"> • Advocacy Requirement Review • TCPE References / Graham G13 • <u>In class Assessment Activity #1</u> <i>Day 2 - Prepare for Fall Professional Development</i>	<ul style="list-style-type: none"> • Praxis II? • Read G13
10 4/2 4/4	<ul style="list-style-type: none"> • <u>In class Assessment Activity #2</u> • Review Formative Assessment • Prep Rubric Development – 7 Jumps video [BB] worksheet info/prep #7 <i>Day 3 - Prepare for Fall Professional Development</i>	<ul style="list-style-type: none"> • Observing Student Responses [C12] • Rubric Development – 7 Jumps video [BB] worksheet review / group activity #7 <i>Day 4 - Prepare for Fall Professional Development</i>	<ul style="list-style-type: none"> • Rubric Development – 7 Jumps video [BB] worksheet #7 due [W] • Display Skill Rubric & Affective Rubric & Cognitive Rubric/Study Guide
11 4/9 4/11	<ul style="list-style-type: none"> • Study Your Own Teaching, Varied Teaching Approaches [C15] Task Analysis [pp] <i>Day 5 - Prepare for Fall Professional Development</i>	<ul style="list-style-type: none"> • Review Advocacy Requirement • Terms, “Watch What You Say & How You Say it” [Ask Amy] • Building Positive Feelings [G12] 	<ul style="list-style-type: none"> • Begin Blackboard Reading #2

		<ul style="list-style-type: none"> Duration Time Analysis Assignment Review [G7] – View Student teaching video-Alex <u>In class Activity – Assessing Pattern of Content Development – striking video media</u> 	
<p>12 4/16 4/18</p>	<ul style="list-style-type: none"> Special Education [C6] [IEP] - APE, LD, ESOL, ED, MR - PT, OT PP FAT Workshop CD [activity] <p>Prep "Voice of the Low Achiever" reading, Marking & Thinking Worksheet #8</p>	<p>Review "Voice of the Low Achiever" reading, Marking & Thinking Worksheet #8 Teaching Techniques Review Activity</p> <ul style="list-style-type: none"> Student Presentations movement activity <p>Review "Voice of the Low Achiever" reading, Marking & Thinking Worksheet #8</p>	<ul style="list-style-type: none"> Read C6 <p>"Voice of the Low Achiever" reading, Marking & Thinking Worksheet #8 Due [W]</p>
<p>13 4/23 4/25</p>	<ul style="list-style-type: none"> Integrating Core Curriculum PP Teacher Choices in Developing Content [C9] [pp] Fitness and Fitness Testing Protocols PP [slides 3, 8, 11-15, 17-27] [C 4] [p 52 – 56] 	<ul style="list-style-type: none"> Legal Liability [C9 p 143] Safety Rules for Outdoor Recess PP Recess In ES 2001 document Recess Guidelines document 	<ul style="list-style-type: none"> Show spreadsheet of assignment check off Read C4 Read C9 p 143, C34 Field Experience – Wrap Up – turning in materials
<p>14 4/30 5/2</p>	<ul style="list-style-type: none"> Advocacy [C33] [pp] Continuing to Develop as a Teacher [G14] 	<ul style="list-style-type: none"> End of School Year "Culminators" [C34] Portfolio Check Off "Parting Shots" 	<ul style="list-style-type: none"> Blackboard Reading #2 Due Advocacy Assignment Due Teaching Methods Review Read C 14, G14
Final Exam Due May 9, 2018			

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. Teaching Elementary Age Youth Catching Skills Using Theoretically Based Motor Development Strategies

Take Home & In-class Assignments

1. Benefits & Obstacles Worksheet #1
2. Discipline Case Study Worksheet #2
3. Reflective Teaching Worksheet #3
4. Group Dance Activity prep/ assignment – present music changes to set dances #4
5. Developmental Progression of Tasks Worksheet #5
6. "Checking for Understanding" Worksheet #6
7. Rubric Development – 7 Jumps video [BB] Worksheet #7
8. "Voice of the Low Achiever" reading, Marking & Thinking Worksheet #8

**Spring Professional
Development
Monday April 9, 2018
Freedom Center Gym
4:30 - ?**

Class Activities

1. Mosston Teaching Styles - worksheet, Prep and draft Lesson Plan
2. Determining Your Own Generic Levels of Skill Proficiency
3. Learning Styles Inventory
4. Assessment Activity #1
5. Assessment Activity #2
6. Assessing Pattern of Content Development – striking video media

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: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>