

George Mason University
College of Education and Human Development
Health and Physical Education
PHED 403 (002) – Elementary School Instruction in Physical Education
3 Credits, Spring 2021
Hybrid-Synchronous via Zoom Wednesdays 10:30am – 1:10pm

Faculty

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Prerequisites/Corequisites

BSED status only.

Recommended Prerequisites: PHED 273, 274, 275, & 306 (Any course listed may be taken concurrently)

University Catalog Course Description

Covers content knowledge, and teaching methods for elementary physical education. Requires field experience. Must be taken within one year of student teaching.

Course Overview

This course focuses on elementary physical education and covers methods of teaching, curriculum and assessment. Teacher candidates will use the Skill Themes and Movement Concepts approach, and state standards of learning to create developmentally appropriate lesson plans.

Course Delivery Method

This course will be delivered using lectures, on-line lectures, podcasts, discussion, field experience and teaching experiences with youth.

Learner Outcomes or Objectives

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

1. Develop fundamental motor skills of elementary-age children.
2. Use the skill theme approach and state standards to create developmentally appropriate lesson plans.
3. Use technology to prepare lessons when appropriate.
4. Collaborate with your mentor teacher to develop and execute lesson plans that meet the needs of all students.
5. Teach appropriate class management and instructional strategies to establish a positive learning environment.
6. Self-evaluate your teaching through continuous written reflection and video analysis.
7. Develop a professional philosophy of teaching elementary physical education.
8. Demonstrate ability to arrange and manage equipment, space and time for equitable and appropriate practice.

Professional Standards

Upon completion of this course, students will have addressed the following professional standards:
National Standards for Initial Physical Education Teacher Education (2017) (SHAPE America)

Standard 1. Content and Foundational Knowledge

Physical education candidates demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective preK-12 physical education program

Standard 3. Planning and Implementation

Physical education candidates apply content and foundational knowledge to plan and implement developmentally appropriate learning experiences aligned with local, state and/or SHAPE America's National Standards and Grade-Level Outcomes for K-12 Physical Education through the effective use of resources, accommodations and/or modifications, technology and metacognitive strategies to address the diverse needs of all students.

Standard 4. Instructional Delivery and Management

Physical education candidates engage students in meaningful learning experiences through effective use of pedagogical skills. They use communication, feedback, technology, and instructional and managerial skills to enhance student learning.

Standard 6. Professional Responsibility

Physical education candidates demonstrate behaviors essential to becoming effective professionals. They exhibit professional ethics and culturally competent practices; seek opportunities for continued professional development; and demonstrate knowledge of promotion/advocacy strategies for physical education and expanded physical activity opportunities that support the development of physically literate individuals.

Required Texts

Graham, George. Holt/Hale, Parker, Hall, & Patton 2020. *Children Moving 10th Edition*. New York, NY: McGraw Hill. *note: you can get the E-Book, or any past version

Additional resources (optional)

Harris, J.A., Pittman, A.M., Waller, M.S., & Dark, C.L. (2002). *Social dance* (2nd ed.). San Francisco: Benjamin Cummings.

And other Selected Readings, Podcasts, and on-line lectures chosen and approved by the professor.

Course Performance Evaluation

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

Assignments and Examinations (note: superscript aligns to National Standards)

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 experience at an elementary school must be completed to pass this course. This will be in addition to any time spent in the field with the class.

- 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. If you cannot afford the cost of the polo for teaching please contact Dr. Marttinen at the beginning of the semester to make accommodations.
- During your field experience period, all themes, thoughts, routines, lesson objectives, etc. should be observed and/or discussed with your cooperating field experience teacher

Requirements

1. Classwork and Reflections (10%)^{1,4,6} (on-line discussions, unless otherwise noted will be combined into this section for grading)
 - a) Teacher candidates will teach, evaluate peers, and demonstrate an understanding of the readings through active, knowledgeable class discussion.
 - b) Teacher candidates will complete various in-class, on-line discussion, and at-home assignments reflecting on their learning.
2. Scope and Sequence (20%)^{1,3}

Teacher candidates will develop a scope and sequence for one grade level for one quarter for elementary schools. The content to be included will be described in detail on a different document.

 - a) This must follow a skill themes approach appropriate for elementary schools.
 - b) Teacher candidates will turn in a scope and sequence, at least 2 formal assessments embedded in to the lessons, and a one-page justification of the scope and sequence.
3. Field experience (25%)^{3,4,6} (*the format of this is pending our ability to enter into schools)
 - a) Teacher candidates must complete at least 15 hours of field experience.
 - b) Teacher candidates will teach at least one lesson and prepare a lesson plan in collaboration with their master teacher.
 - c) Teacher candidates will reflect and systematically analyze their practice (described in detail on blackboard with on-line lecture). If video recording is not allowed due to on-line teaching this will be adjusted.
4. Elementary school teaching experience (at a school site or peer-teaching)(10%)^{1,3,4,6}
 - a) Teacher candidates will develop one lesson plan and deliver live to peers or asynchronously to an elementary school (*depending on COVID restrictions).
 - b) Teacher candidates will reflect on their own teaching after their teaching experience (follow prompt on blackboard)
 - c) Teacher candidates will record their lesson and systematically observe the video *this could change depending on the access you get.
5. Teaching Philosophy and Interview Assignment (10%)^{4,6}
 - a) Students will first develop a written document describing their teaching philosophy (see rubric on blackboard)
 - b) Students then will coordinate with an elementary teacher (perhaps your cooperating teacher, another elementary teacher you know, or one that you find through social media) and conduct an interview (see rubric on blackboard).
 - a. During this interview, you should prepare questions to ask (you can utilize preset ones posted on blackboard) and also discuss your teaching philosophy with them. You will then turn in a written paper about this interview and how discussing your philosophy with the teacher changed it or reaffirmed it. (see prompt on blackboard)
6. Exams
 - a) Midterm (15%)¹ - Will focus on the material covered up to that point and will consist of short answers (in-class, handwritten or typed or online)
 - b) Final (10%)¹ – Bold Statement (see blackboard for prompt)

• **Other Requirements**

In accordance with the GMU Attendance Policies (University catalog, 2020-2021), “Students are expected to attend the class periods of the courses for which they register.

*Attendance is taken at 10:30 am. A student will be considered late once attendance has been taken. Leaving more than 15 minutes before the end of the class will be considered an early departure.

In-class participation is important to the individual student and to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness or early departure as de facto evidence of non-participation.”

The following scale will be used:

- o One (1) absence is permitted
- o Two (2) “tardies”*= 1 absence
- o Two (2) “early departures”* = 1 absence
- o Additional absences beyond 1 will result in 5% deduction from final grade

• **Course Performance Evaluation Weighting**

- Classwork/Reflections weighted @10%
- Scope and Sequence weighted @20%
- Field experience weighted @25%
- Peer Teaching weighted @10% (lesson plan only)
- Teaching Philosophy & Interview Project @10%
- Mid-Term weighted @15%
- Bold Statement Video weighted @10%
- Total 100%

Grading Policies

93 - 100% = A	90 - 92.9% = A-	
87 - 89.9% = B+	83 - 86.9% = B	80 - 82.9% = B-
77 - 79.9% = C+	73 - 76.9% = C	70 - 72.9% = C-
67 - 69.9% = D+	63 - 66.9% = D	60 - 62.9% = D-
< 59.9% = F		

Professional Dispositions Students are expected to exhibit professional behaviors and dispositions at all times. Please see: <https://cehd.gmu.edu/students/policies-procedures/> for more information.

Knowing the policies and procedures for the University and the College are major keys to student success! Some of the key policies and procedures that you need to know are highlighted in this section. The University Catalog and the Office of the University Registrar are excellent resources for information on topics that are not covered in this section. Students are also encouraged to contact the CEHD Office of Student and Academic Affairs via email at cehdsaa@gmu.edu or phone at 703-993-2080 if you have questions

Class Schedule

Superscript numbers correlate with class objectives ¹

Dates	Topic	Content/Activity	Readings/ Assignments
Week 1 Jan 25-31	Intro ^{2,5} No synchronous meeting this week	Asynchronous week to ensure everyone knows each other and knows how to navigate the course and technology	<u>Reading:</u> Syllabus <u>Assignment:</u> Intro video Screenshare video <i>List of Elementary Placements Due</i>
Week 2 Feb 1-7	Skill Themes Class meets 10:30am Feb 3	Introduction to Skill Themes Movement Experiences and IA's	<u>Reading</u> Ch.1 Graham Ch. 2 Graham
Week 3 Feb 8-14	Lesson Planning ^{4,9} Objectives (+VA SOL's) Fundamental Movement Skills	Fundamental Movement Skills and IA's Breakout: Working on objectives, cues, & critical elements	<u>Reading</u> Ch 16 Graham <u>Assignment</u> PEHOS reflection Video FMS
Week 4 Feb 15-21	Movement Components & Skill Theme Development/Application & Lesson Planning ^{4,9} Planning and organizing an activity ⁶	Explanation of Field Work Movement Components & Skill Development; Organization and Instruction Breakout: FMS QR code activity	<u>Reading</u> IA blog Ch 6 Graham <u>Assignment</u>
Week 5 Feb 22-28	Teaching Styles; Lesson Planning ^{4,9} Culturally Responsive Pedagogy ⁶	Lab: Mosston's Teaching Styles Demonstrated Breakout: Time to work on LP's with partner (talk out loud)	<u>Reading</u> Ch. 10 Graham Infographic Mosston <u>Assignment</u> IA lesson due <i>Start Field Experience</i>
Week 6 Mar 1-7	Behavior Management ^{6,13} Motivation & Attitude <i>TPSR, ^{13,6}</i>	Lecture: Restorative Youth Sports Case Studies Intro to Scope and Sequence Assignment Lab: Restorative Practices and behavior management	<u>Reading</u> Restorative Approaches Graham Ch 9 <u>Assignment</u> Lesson Plan due (peer/field)

Dates	Topic	Content/Activity	Readings/ Assignments
Week 7 Mar 8-14	Reflective Teaching ^{1,3,4,5,7,12}	Reflective teaching Lab: Teaching IA's with peers	<u>Reading</u> Graham Ch 4 & 7 <u>Assignment</u> IA lesson plan
Week 8 Mar 15-21	Movement concepts and development (space, awareness, effort, relationships) ⁴	Developing lessons that teach through, about, and in movement Lab: Talk through planning of LP	<u>Reading</u> Ch. 13, 14, 15 Graham <u>Assignment</u> Final Lesson Plan (peer/field)
Week 9 Mar 22-28	Systematic Observation ⁷ Teaching Philosophy ^{5,8,10}	Lecture: Teaching Philosophy Breakout: teaching philosophy discussions	<u>Assignment:</u> Watch the systematic observation lecture Post on your philosophy
Week 10 Mar 29-Apr 4	On-line "Field Experience" time ^{1,2,3,5,10,12}	On-line "Field Experience" time Virtual Kahoot to review for midterm at 10:30am	On-line "Field Experience" time Share Philosophy with teacher
Week 11 April 5-11	Mid Term	*COVID restrictions will be taken into account	
Week 12 April 12-18	Health-Related Fitness ⁴	Lecture: HRF Breakouts: Scope and Sequence	<u>Reading</u> Ch. 27 Fitness testing article (Phillips et al.) <u>Assignment</u> Philosophy paper and interview project due
Week 13 April 19-25	Assessment Using Technology ²	Lecture: technology integration	<u>Reading</u> Ch. 12 Graham <u>Assignment</u> Field Work Due
Week 14 April 26-May 2	Legal Liability ¹³ Supervision and Safety Advocacy ⁸		<u>Reading</u> Ch. 33 and case studies <u>Assignment</u> Scope and Sequence Due
Week 15 Wed 5/5	Final Exams ²	Final "bold statement"	Final Wed 5/5 10:30am Live

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

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 <https://catalog.gmu.edu/policies/honor-code-system/>).
- 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 silence all sound emitting devices 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://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

- As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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