

**GEORGE MASON UNIVERSITY**  
**COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT**  
**School of Recreation, Health, and Tourism**  
**PHED 403 001: Elementary School Instruction (3)**  
**Spring 2016**

DAY/TIME:	Monday / Wednesday	LOCATION:	PW Freedom Center 214
INSTRUCTOR:	Mr. Tony DeGregorio	EMAIL ADDRESS:	adegrego@gmu.edu
OFFICE LOCATION:	PW Bull Run Hall 210A	PHONE NUMBER:	703 993-7119
OFFICE HOURS:	W- 12:30–1:30 App't TH 1:30 RAC App't	FAX NUMBER:	703-993-2025

PREREQUISITE(S): PHED 201, 202, 273, 274, 275. Must be taken within one year of student teaching. Open to students with BSED status only.

COREQUISITE(S): PHED 306.

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

Texts that should be considered an integral part of your professional library:

- Senne, Terry A. 2004. On You Mark... Get Set... Go! A Guide for Beginning Physical Education Teachers. Reston, VA:NASPE.
- Mohnsen, Bonnie S. 2010. Concepts and Principles of Physical Education: What Every Student Needs to Know, 3rd Edition. Reston, VA:NASPE.

## EVALUATION & GRADING SCALE

Criteria for grading and Grading Scale:

A = 94-100%	940 - 100	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 = <60	599 <

**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.**

<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 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	
<b>Total</b>	<b>100%</b>	<b>1000</b>	

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

#### **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 participation 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.

#### **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.

**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.

#### *Student Expectations*

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code-2/>]
- 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/policies/responsible-use-of-computing/>]
- 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.

### *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/>].

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

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.



PHED 403 Agenda Spring 2016 - 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 1/20 Wednesday		<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> <li><i>Benefits &amp; Obstacles Worksheet Info/Prep #1</i></li> </ul>	<ul style="list-style-type: none"> <li>Read G1 p.3, 12 Normal Day, G2</li> <li>Reinforcement reading [C9]</li> </ul>
2 1/25 1/27	<ul style="list-style-type: none"> <li><b>Review Prep Benefits &amp; Obstacles Worksheet #1 [pp]</b></li> <li>Developmentally Appropriate PE                             <ul style="list-style-type: none"> <li>Hall of Shame</li> </ul> </li> <li>Establishing a Learning Environment [C 9]</li> </ul>	<ul style="list-style-type: none"> <li>Establishing Rules/Protocols PP</li> <li>Review Beginning School Info Packet [BB]</li> <li>Classroom Management &amp; Organization [pp]</li> <li>View TVIDs, Flowchart [F16 9.5]</li> <li>Field Experience Review</li> </ul>	<ul style="list-style-type: none"> <li>Read G3, G4</li> <li>Portfolio Prep – mention</li> <li>Related Movement – Parachute activity</li> <li>O&amp;M Tips.doc</li> <li><b>Benefits &amp; Obstacles Worksheet #1 Due [M]</b></li> </ul>
3 2/2 2/4	<ul style="list-style-type: none"> <li>Maintaining Appropriate Behavior [C 10] [pp]</li> <li>Instant activity – view</li> </ul> <p><i>Discipline Case Study Worksheet Info/Prep #2</i></p>	<ul style="list-style-type: none"> <li>Getting the Lesson Started [G5] pp. 71, 84, 87</li> <li><b>Review Discipline Case Study Worksheet #2</b></li> </ul>	<ul style="list-style-type: none"> <li>GMU Apparel</li> <li>Praxis II practice tests complete</li> <li>Read G5, G6</li> <li>Reinforcement reading [C10]</li> <li><b>Discipline Case Study Worksheet #2 Due [M]</b></li> </ul>
4 2/9 2/11	<ul style="list-style-type: none"> <li>Distribute Field Experience Assignments and contacting Cooperating Teacher procedures</li> <li>Reflective Teaching [C 5] [pp]</li> <li>Motivating Children to Practice [C7]</li> </ul> <p><i>Reflective Teaching Worksheet Info/Prep #3</i></p>	<ul style="list-style-type: none"> <li><b>Review Reflective Teaching Worksheet #3</b></li> <li>Instructing &amp; Demonstrating [G6]</li> <li>Prep for Blackboard Reading Assignment #1</li> <li>Present Lesson/activity – review lesson plan [Dice &amp; Cones]</li> </ul>	<ul style="list-style-type: none"> <li>Inform of Field Experience Contacts</li> <li><b>Reflective Teaching Worksheet Due #3 [W]</b></li> <li>Auxiliary Material - Teaching techniques, strategies &amp; tips [pp]</li> </ul>
5 2/15 2/17	<ul style="list-style-type: none"> <li>Review</li> <li>-Getting the Lesson Started [G5] pp. 71, 84, 87</li> <li>-Instructing &amp; Demonstrating [G6]</li> <li>TVID-Dribble Lesson 5G Graham CD 8</li> </ul>	<ul style="list-style-type: none"> <li>Perceptions &amp; Your Future [PP] [BB reading assignment #1] - “An Innocent Man on Death Row” – reactions, review</li> <li>Team Teaching</li> </ul>	<ul style="list-style-type: none"> <li>Reinforcement reading [C11, C 2, C3, C29, C30, C31]</li> <li><b>Blackboard Reading Assignment #1 Due</b></li> <li>Read G7, G8</li> <li>Reinforcement reading [C5]</li> </ul>
6 2/22 2/24	<p><i>Field Experience Check/reminder – hand in worksheets per observation, emails, questions, comments</i></p> <ul style="list-style-type: none"> <li>Mosston Teaching Styles</li> </ul> <p><i>Group Dance Activity prep/ assignment Weds – present music changes to set dances</i></p>	<ul style="list-style-type: none"> <li>Content Skill Theme - Skill Theme Approach [PP]</li> </ul> <p><b>Group Dance Activity prep/ assignment – present music changes to set dances #4</b></p>	<ul style="list-style-type: none"> <li>Read G10, G11</li> <li>Read G9, Dance [C 29]</li> <li>Read C 16 Space Awareness</li> </ul>

<p>7 2/29 3/2</p>	<ul style="list-style-type: none"> <li>• Learning Styles Inventory – intro (word doc.)</li> <li>• LSI Group Activity</li> </ul>	<ul style="list-style-type: none"> <li>• Review Portfolio Requirements - preparation</li> <li>• Determining Generic Levels of Skill Proficiency [PP]</li> </ul>	<p><b>Will Post Mid-term “take home” on BB after 2/29 class – due 3/16 class [Scantron needed]</b></p> <ul style="list-style-type: none"> <li>• Read [C 7, 8]</li> <li>• <i>Prepare Professional Disposition Req - Due 3/16</i></li> </ul> <p><i>Determining Generic Levels of Skill Proficiency Worksheet Info-in class</i></p>
<p>8 3/14 3/16</p>	<ul style="list-style-type: none"> <li>• ES POS Curriculum GMU Version [PP]</li> <li>• Planning [PP]</li> <li>• Providing Feedback [G10]</li> <li>• Building Critical-Thinking Skills [G11]</li> <li>• <i>Prep Developmental Progression of Tasks Worksheet #5</i></li> </ul>	<ul style="list-style-type: none"> <li>• Advocacy Requirement Review</li> <li>• Content Skill Theme Approach [pp]</li> <li>• <b><i>Review Developmental Progression of Tasks Worksheet #5</i></b></li> </ul>	<p>Collect <b>Mid terms 3/16</b></p> <ul style="list-style-type: none"> <li>• Graham G11</li> <li>• Graham G9, G10</li> </ul> <p><b><i>Developing Progression of Tasks - Worksheet Due #5 [Weds. in class]</i></b></p> <ul style="list-style-type: none"> <li>• <b><i>Professional Disposition Due 3/16</i></b></li> </ul>
<p>9 3/21 3/23</p>	<ul style="list-style-type: none"> <li>• Evaluation / Assessment [C14] PP</li> <li>• <i>View CD Graham #9 “Checking for Understanding” Take home worksheet review #6 prep</i></li> </ul>	<ul style="list-style-type: none"> <li>• Rubric Development [of F. Exp skill taught] [pp]</li> <li>• Backward Design [pp]</li> <li>• TCPE References / Graham G13</li> <li>• <u>In class Assessment Activity #1</u></li> </ul> <p><b><i>Review CD Graham #9 “Checking for Understanding” take home worksheet #6</i></b></p>	<ul style="list-style-type: none"> <li>• Praxis II progress?</li> <li>• Read G13</li> <li>• Display Skill Rubric &amp; Affective Rubric &amp; Cognitive Rubric/Study Guide</li> <li>• <b><i>CD Graham #9 “Checking for Understanding” take home worksheet #6 due [W]</i></b></li> </ul>
<p>10 3/28 3/30</p>	<ul style="list-style-type: none"> <li>• PE Metrics - Level 3 Review</li> <li>• <u>In class Assessment Activity #2</u> <i>Prep Rubric Development – 7 Jumps video [BB] worksheet info/prep #7</i></li> </ul>	<ul style="list-style-type: none"> <li>• Observing Student Responses [C12]</li> <li>• <b><i>Rubric Development – 7 Jumps video [BB] worksheet review / group activity #7</i></b></li> </ul>	<ul style="list-style-type: none"> <li>• <b><i>Rubric Development – 7 Jumps video [BB] worksheet #7 due [W]</i></b></li> <li>• Display Skill Rubric &amp; Affective Rubric &amp; Cognitive Rubric/Study Guide</li> </ul>
<p>11 4/4 4/6</p>	<ul style="list-style-type: none"> <li>• Study Your Own Teaching, Varied Teaching Approaches [C 15] Task Analysis [pp]</li> <li>• Duration Time Analysis Assignment Review [G6] –</li> <li>• View Student teaching video- Alex</li> </ul>	<ul style="list-style-type: none"> <li>• Review Advocacy Requirement</li> <li>• Building Positive Feelings [G12] Terms, “<i>Watch What You Say &amp; How You Say it</i>” [Ask Amy]</li> </ul> <p><u>In class Activity – Assessing Pattern of Content Development – striking video media</u></p>	<ul style="list-style-type: none"> <li>• <b>Begin Blackboard Reading #2</b></li> </ul>

<p><b>12</b> 4/11 4/13</p>	<ul style="list-style-type: none"> <li>Special Education [C 6] [IEP] - APE, LD, ESOL, ED, MR - PT, OT PP</li> <li>FAT Workshop CD</li> </ul> <p><i>Prep "Voice of the Low Achiever" reading, Marking &amp; Thinking Worksheet #8</i></p>	<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> <li>Student Presentations movement activity</li> </ul> <p><i>Review "Voice of the Low Achiever" reading, Marking &amp; Thinking Worksheet #8</i></p>	<ul style="list-style-type: none"> <li>Mile Run Estimation Assignment – indicate on sign in sheet</li> </ul> <p>Show spreadsheet of assignment check off</p> <p>Read C6</p> <p><b>"Voice of the Low Achiever" reading, Marking &amp; Thinking Worksheet #8 Due [W]</b></p>
<p><b>13</b> 4/18 4/20</p>	<ul style="list-style-type: none"> <li>Integrating Core Curriculum PP</li> <li>Teacher Choices in Developing Content [C9] [pp]</li> </ul>	<ul style="list-style-type: none"> <li>Fitness and Fitness Testing Protocols PP [slides 3, 8, 11-15, 17-27] [C 4] [p 52 – 56]</li> </ul>	<ul style="list-style-type: none"> <li>Read C9 p 143, C 34</li> <li>Read C4</li> <li>Advocacy Assignment Due [W]</li> </ul>
<p><b>14</b> 4/25 4/27</p>	<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</li> <li>Recess Guidelines document [BB]</li> </ul> <p><i>Day 5 - Prepare for Collaborative Activity for Presentation</i></p>	<ul style="list-style-type: none"> <li>Advocacy [C 33] PP [Read C 14, G14]</li> <li>Continuing to Develop as a Teacher [G14]</li> <li>Teaching Methods Review</li> <li>Monthly Time Table</li> <li>Professional Projection - dress</li> </ul>	<p><b>Blackboard Reading #2 Due</b></p> <ul style="list-style-type: none"> <li>Field Experience – Wrap Up – turning in materials</li> <li>Read C9 p 143, C 34</li> <li>Read C 14, G14</li> </ul>
<p><b>15</b> 5/2 5/4</p>	<ul style="list-style-type: none"> <li>End of School Year "Culminators" [C 34]</li> <li>Portfolio Check Off</li> <li>"Parting Shots"</li> </ul>	<p style="text-align: center;"><b>5/4/16</b></p> <ul style="list-style-type: none"> <li><b>Final Exam 10:30 am – 1:15 pm</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Advocacy Assignment Due</b></li> <li>Course Evaluation</li> </ul>

**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. View CD Graham #9 "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

**Collaborative Activity  
Presentation  
April 4, 2016  
Monday 4:30 – 7:00**