

**George Mason University  
College Of Education and Human Development  
Health and Physical Education**

PHED 403 001– Elementary School Instruction  
3 credit hours, Spring 2017  
Monday & Wednesday 10:30 am – 11:45 am; Freedom Center 214

**Faculty**

Name: Mr. Tony DeGregorio  
Office Hours: W 12:30–1:30 BRH 201A; Th 1:30 – 2:30 RAC ROTC Suite  
Office Phone: 703 993-7119  
Email Address: [adegrego@gmu.edu](mailto:adegrego@gmu.edu)

**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**

<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.**

• **Grading**

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 = Less than 60%	599 and less

## Professional Dispositions

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

## Class Schedule

### Tentative PHED 273 Agenda - Spring 2017

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 1/23 1/25	<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>Prep Benefits &amp; Obstacles Worksheet #1</li> </ul>	<ul style="list-style-type: none"> <li>Review Prep Benefits &amp; Obstacles Worksheet #1 [pp]</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>Read G1, G3</li> <li>Reinforcement reading [C9]</li> <li>GMU Clothing</li> <li>Benefits &amp; Obstacles Worksheet #1 Due [W]</li> </ul>
2 1/30 2/1	<ul style="list-style-type: none"> <li>Establishing Rules/Protocols PP</li> <li>Review Beginning School Info Packet [BB]</li> <li>View TVIDs, Flowchart [F16 9.5]</li> <li>Field Experience Review</li> </ul>	<ul style="list-style-type: none"> <li>Classroom Management &amp; Organization [pp]</li> <li>Discipline Case Study Worksheet Info/Prep #2</li> </ul>	<ul style="list-style-type: none"> <li>Read G2, G10</li> <li>Related Movement – Parachute activity</li> <li>O&amp;M Tips.doc</li> </ul>
3 2/6 2/8	<ul style="list-style-type: none"> <li>Maintaining Appropriate Behavior [C 10] [pp]</li> <li>Getting the Lesson Started [G5] pp. 71, 84, 87</li> <li>Instant activity – view</li> <li>Review Discipline Case Study Worksheet #2</li> </ul>	<ul style="list-style-type: none"> <li>Distribute Field Experience Assignments and contacting Cooperating Teacher procedures</li> <li>Motivating Children to Practice [C7]</li> </ul>	<ul style="list-style-type: none"> <li>Read G6, G7</li> <li>Reinforcement reading [C10]</li> <li>Discipline Case Study Worksheet #2 Due [W]</li> </ul>
4 2/13 2/15	<ul style="list-style-type: none"> <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>Review-Getting the Lesson Started [G6]</li> <li>Instructing &amp; Demonstrating [G7]</li> <li>Text Media</li> <li>TVID-Dribble Lesson 5G</li> <li>Reflective Teaching Worksheet Info/Prep #3</li> </ul>	<ul style="list-style-type: none"> <li>Inform of Field Experience Contacts</li> <li>Auxiliary Material - Teaching techniques, strategies &amp; tips [pp]</li> </ul>
5 2/20 2/22	<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>Reflective Teaching [C 5] [pp]</li> <li>Team Teaching</li> <li>Review Reflective Teaching Worksheet #3</li> </ul>	<ul style="list-style-type: none"> <li>Field Experience Check/reminder – hand in worksheets per observation, emails, questions, comments</li> <li>Mosston Teaching Styles</li> </ul>	<ul style="list-style-type: none"> <li>Read G5, G8</li> <li>Read C 16 Space Awareness</li> <li>Reinforcement reading [C5]</li> <li>Blackboard Reading Assignment #1 Due</li> <li>Reflective Teaching Worksheet Due #3 [W]</li> </ul>
6 2/27 3/1	<ul style="list-style-type: none"> <li>Content Skill Theme - Skill Theme Approach [PP]</li> <li>Portfolio Prep</li> <li>Group Dance Activity prep/ assignment Weds</li> </ul>	<ul style="list-style-type: none"> <li>Learning Styles Inventory – intro (word doc.)</li> <li>LSI Group Activity</li> <li>Group Dance Activity– present music changes to set dances</li> </ul>	<ul style="list-style-type: none"> <li>Reinforcement reading [C11, C 2, C3, C29, C30, C31]</li> </ul>

7 3/6 3/8	<ul style="list-style-type: none"> <li>Review Portfolio Requirements - preparation</li> <li>Determining Generic Levels of Skill Proficiency [PP]</li> </ul> <p>Group Dance Activity prep/ assignment – present music changes to set dances #4</p>	<ul style="list-style-type: none"> <li>ES POS Curriculum GMU Version [PP]</li> <li>Planning [PP]</li> <li>Providing Feedback [G9]</li> <li>Building Critical-Thinking Skills [G11]</li> <li>Prep Developmental Progression of Tasks Worksheet #5</li> </ul>	<p>Mid-term “take home” posted on BB after 3/8 class – due 3/22 class [Scantron needed]</p> <ul style="list-style-type: none"> <li>Read G9, G11</li> <li>Read G4, Dance [C 29]</li> </ul> <p>Determining Generic Levels of Skill Proficiency Worksheet Info-in class</p>
Spring Break 3/13 – 3/15			
8 3/20 3/22	<ul style="list-style-type: none"> <li>Advocacy Requirement Review</li> <li>Content Skill Theme Approach [pp]</li> <li>Review Developmental Progression of Tasks Worksheet #5</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation / Assessment [C14] PP</li> <li>View Text Media</li> <li>“Checking for Understanding” Take home worksheet review #6 prep</li> </ul>	<ul style="list-style-type: none"> <li>Read [C 7, 8]</li> <li>Graham G11</li> <li>Developing Progression of Tasks - Worksheet Due #5 [Weds. in class]</li> <li>Turn-in Mid-terms 3/22</li> </ul>
9 3/27 3/29	<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> <li>Review CD Graham #9</li> <li>“Checking for Understanding” take home worksheet #6</li> </ul>	<ul style="list-style-type: none"> <li>PE Metrics - Level 3 Review</li> <li><u>In class Assessment Activity #2</u></li> <li>Prep Rubric Development – 7 Jumps video [BB] worksheet info/prep #7</li> </ul>	<ul style="list-style-type: none"> <li>Text Media “Checking for Understanding” take home worksheet #6 due [W]</li> <li>Praxis II?</li> <li>Read G13</li> </ul>
10 4/3 4/5	<ul style="list-style-type: none"> <li>Observing Student Responses [C12]</li> <li>Rubric Development – 7 Jumps video [BB] worksheet review / group activity #7</li> </ul>	<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 [G7]</li> <li>View Student teaching video-Alex</li> </ul>	<ul style="list-style-type: none"> <li>Rubric Development – 7 Jumps video [BB] worksheet #7 due [W]</li> <li>Display Skill Rubric &amp; Affective Rubric &amp; Cognitive Rubric/Study Guide</li> </ul>
11 4/10 4/12	<ul style="list-style-type: none"> <li>Review Advocacy Requirement</li> <li>Building Positive Feelings [G12] Terms, “Watch What You Say &amp; How You Say it” [Ask Amy]</li> <li><u>In class Activity – Assessing Pattern of Content Development – striking video media</u></li> </ul>	<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>Prep "Voice of the Low Achiever" reading, Marking &amp; Thinking Worksheet #8</p>	<ul style="list-style-type: none"> <li>Begin Blackboard Reading #2</li> </ul>
12 4/17 4/19	<p>Article "Voice of the Low Achiever" reading, Marking &amp; Thinking Worksheet #8 [BB reading assignment #2]</p> <ul style="list-style-type: none"> <li>Review "Voice of the Low Achiever" reading, Marking &amp; Thinking Worksheet #8</li> </ul>	<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>Mile Run Estimation Assignment – indicate on sign in sheet</li> <li>Show spreadsheet of assignment check off</li> <li>Read C6</li> <li>"Voice of the Low Achiever" reading, Marking &amp; Thinking Worksheet #8 Due [W]</li> </ul>
13 4/24 4/26	<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>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>	<ul style="list-style-type: none"> <li>Mile Run Estimation</li> <li>Show spreadsheet of assignment check off</li> <li>Blackboard Reading #2 Due</li> <li>Read C4</li> </ul>

14 5/1 5/3	<ul style="list-style-type: none"> <li>• Advocacy [C 33] [pp]</li> <li>• Continuing to Develop as a Teacher [G14]</li> <li>• Professional Projections - dress</li> </ul>	<ul style="list-style-type: none"> <li>• End of School Year “Culminators” [C 34]</li> <li>• Teaching Methods Review</li> <li>• Monthly Time Table</li> <li>• “Parting Shots”</li> </ul>	<ul style="list-style-type: none"> <li>▪ Field Experience – Wrap Up – turning in materials</li> <li>▪ Read C9 p 143, C 34</li> <li>▪ Advocacy Assignment Due</li> <li>▪ Course Evaluation</li> <li>▪ Portfolio Check Off</li> <li>▪ Read C 14, G14</li> </ul>
Final Exam 5/10 Wednesday			

**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  
March 27, 2017  
Freedom Center 4:00 PM

**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](mailto: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/>.
- The Writing Center 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/>).
- The 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 Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://ssac.gmu.edu/make-a-referral/>.

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