

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

PHED 403 001– Elementary School Instruction
3 credit hours, Spring 2019
Monday & Wednesday 10:30 am – 11:45 am; Freedom Center 214

Faculty

Name: Mr. Tony DeGregorio
Office Hours: W 12:30–1:30 BRH 210A; Th 1:30 – 2:30 RAC ROTC Suite
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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 SHAPE 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 SHAPE America meetings.
13. Promote safety, cooperation and mutual respect among learners.

Professional Standards

Upon completion of this course, students will have met 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

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 2012. *Children Moving 9th 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]
 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 video recording 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 journals for each visit will be provided for you to turn in to instructor on class experience 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 Professional Development Session - PWCS Monday 11/5, Freedom Center & 2018 VAHPERD Convention – VA Beach Saturday 11/10, Founders Inn

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 – 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 See <https://cehd.gmu.edu/students/polices-procedures/>
 Students are expected to exhibit professional behaviors and dispositions at all times.


PHED 403 Agenda Spring 2019

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	X	<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>Prep Benefits & Obstacles Worksheet #1</p>	<ul style="list-style-type: none"> • Read G1 p.3, 12 Normal Day, G2 • Reinforcement reading [C9] • Mason PHED Apparel
2 1/28 1/30	<ul style="list-style-type: none"> • Review Prep Benefits & Obstacles Worksheet #1 [pp] • Developmentally Appropriate PE <ul style="list-style-type: none"> • Hall of Shame • Establishing a Learning Environment [C 9] 	<ul style="list-style-type: none"> • Establishing Rules/Protocols PP • Review Beginning School Info Packet [BB] • View TVIDs, Flowchart [F16 9.5] <p>Field Experience Review</p>	<p>Benefits & Obstacles Worksheet #1 Due [M]</p> <ul style="list-style-type: none"> • Read G2, G10 • Portfolio Prep – mention • Related Movement – Parachute activity • O&M Tips.doc

<p>3 2/4 2/6</p>	<ul style="list-style-type: none"> Maintaining Appropriate Behavior [C 10] [pp] Classroom Management & Organization [pp] Instant activity – view Discipline Case Study Worksheet Info/Prep #2 	<ul style="list-style-type: none"> Getting the Lesson Started [G5] pp. 71, 84, 87 Review Discipline Case Study Worksheet #2 	<ul style="list-style-type: none"> Read G6, G7 Reinforcement reading [C10] Discipline Case Study Worksheet #2 Due [W]
<p>4 2/11 2/13</p>	<ul style="list-style-type: none"> Distribute Field Experience Assignments and contacting Cooperating Teacher procedures Reflective Teaching [C 5] [pp] Reflective Teaching Worksheet Info/Prep #3 	<ul style="list-style-type: none"> Review Reflective Teaching Worksheet #3 Instructing & Demonstrating [G6] Prep for Blackboard Reading Assignment #1 Present Lesson/activity – review lesson plan [Dice & Cones] 	<ul style="list-style-type: none"> Inform of Field Experience Contacts Reflective Teaching Worksheet Due #3 [W] Auxiliary Material - Teaching techniques, strategies & tips [pp]
<p>5 2/18 2/20</p>	<ul style="list-style-type: none"> Review Getting the Lesson Started [G5] pp. 71, 84, 87 Instructing & Demonstrating [G6] TVID-Dribble Lesson 5G Graham CD 8 	<ul style="list-style-type: none"> Motivating Children to Practice [C7] <ul style="list-style-type: none"> o <i>8 Techniques</i> Perceptions & Your Future [PP] [BB reading assignment #1] - “An Innocent Man on Death Row” – reactions, review Team Teaching 	<ul style="list-style-type: none"> Read G7, G8 Read C 16 Space Awareness Reinforcement reading [C5]
<p>6 2/25 2/27</p>	<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 Group Dance Activity prep/ assignment Weds – present music changes to set dances #4 	<ul style="list-style-type: none"> ES POS Curriculum GMU Version [PP] Planning [PP] Content Skill Theme - Skill Theme Approach [PP] Group Dance Activity prep/ assignment – present music changes to set dances #4 	<ul style="list-style-type: none"> Reinforcement reading [C11, C2, C3, C29, C30, C31] Blackboard Reading Assignment #1 Due

<p>7 3/4 3/6</p>	<ul style="list-style-type: none"> • Learning Styles Inventory – intro (word doc.) • LSI Group Activity • Advocacy Requirement Review 	<ul style="list-style-type: none"> • Review Portfolio Requirements - preparation • Determining Generic Levels of Skill Proficiency [PP] • Prep Developmental Progression of Tasks Worksheet #5 	<p>Mid-term “take home” posted on Bb after 3/6 class – due 3/20 class [Scantron needed]</p> <ul style="list-style-type: none"> • Read G11, G13 • Read G4, Dance [C 29]
<p>8 3/18 3/20</p>	<ul style="list-style-type: none"> • Content Skill Theme Approach [pp] • Evaluation / Assessment [C14] PP • View CD Graham #9 “Checking for Understanding” Take home worksheet review #6 prep <p>PD Presentation Prep #1</p>	<ul style="list-style-type: none"> • Rubric Development [of F. Exp. skill taught] [pp] • Backward Design [pp] • TCPE References / Graham G13 • In class Assessment Activity #1 • Review CD Graham #9 “Checking for Understanding” take home worksheet #6 <p>PD Presentation Prep #2</p> <p>Mid-term Take Home Due</p>	<ul style="list-style-type: none"> • CD Graham #9 “Checking for Understanding” take home worksheet #6 due [W]
<p>9 3/25 3/27</p>	<ul style="list-style-type: none"> • PE Metrics - Level 3 Review • In class Assessment Activity #2 • Prep Rubric Development – 7 Jumps video [BB] worksheet info/prep #7 <p>PD Presentation Prep #3</p>	<ul style="list-style-type: none"> • Observing Student Responses [C12] • Rubric Development – 7 Jumps video [BB] worksheet review / group activity #7 <p>PD Presentation Prep #4</p>	<ul style="list-style-type: none"> • Praxis II? • Read G13 • Rubric Development – 7 Jumps video [BB] worksheet #7 due [W]
<p>10 4/1 4/3</p>	<ul style="list-style-type: none"> • Providing Feedback [G10] • Building Critical-Thinking Skills [G11] • Review Developmental Progression of Tasks Worksheet #5 <p>PD Presentation Prep #5</p>	<ul style="list-style-type: none"> • Study Your Own Teaching, Varied Teaching Approaches [C 15] Task Analysis [pp] • Duration Time Analysis Assignment Review [G6] • View Student teaching video-Alex 	<ul style="list-style-type: none"> • Read [C7, 8] • Graham G11 • Developing Progression of Tasks - Worksheet Due #5 [Weds. in class] • Display Skill Rubric & Affective Rubric & Cognitive Rubric/Study Guide

<p>11 4/8 4/10</p>	<ul style="list-style-type: none"> Review Advocacy Requirement Building Positive Feelings [G12] <p>Terms, "Watch What You Say & How You Say it" [Ask Amy]</p> <ul style="list-style-type: none"> In class Activity – Assessing Pattern of Content Development – striking video media 	<ul style="list-style-type: none"> Special Education [C 6] [IEP] - APE, LD, ESOL, ED, MR - PT, OT PP FAT Workshop CD <p>Prep "Voice of the Low Achiever" reading, Marking & Thinking Worksheet #8</p>	<ul style="list-style-type: none"> Begin Blackboard Reading #2
<p>12 4/15 4/17</p>	<p>Review "Voice of the Low Achiever" reading, Marking & Thinking Worksheet #8 [BB reading assignment #2]</p>	<ul style="list-style-type: none"> Integrating Core Curriculum PP Teacher Choices in Developing Content [C9] [pp] 	<p>Read C6</p> <p>"Voice of the Low Achiever" reading, Marking & Thinking Worksheet #8 Due [M]</p>
<p>13 4/22 4/24</p>	<ul style="list-style-type: none"> 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 [BB] 	<ul style="list-style-type: none"> Show spreadsheet of assignment check off Student Presentations movement activity [?]
<p>14 4/29 5/1</p>	<ul style="list-style-type: none"> Advocacy [C 33] [pp] Continuing to Develop as a Teacher [G14] 	<ul style="list-style-type: none"> End of School Year "Culminators" [C34] 	<ul style="list-style-type: none"> Read C4 Field Experience – Wrap Up – turning in materials Read C9 p 143, C 34 Student Presentations movement activity [?] Blackboard Reading #2 Due
<p>15 5/6</p>	<ul style="list-style-type: none"> Portfolio Check Off "Parting Shots" 		<ul style="list-style-type: none"> Advocacy Assignment Due Teaching Methods Review Student Presentations movement activity Read C 14, G14
<p>Final Exam 5/8</p>			

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]

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

Professional Development Session - TBA

The College of Education and Human Development leadership, innovation, research-based practice adhere to these principles: <http://cehd.gmu.edu/values/>.

Blackboard Reading Assignments

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

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://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/>.