

George Mason University^[SEP]
College of Education and Human Development
Health and Physical Education
PHED 403 (002) – Elementary School Instruction in Physical Education
3 Credits, Spring 2022
Wednesdays 10:30am-1:10pm, RAC 2203 and Lynn Gym

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 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 Text

Graham, G., Holt/Hale, S. A., & Parker, M. (2013). *Children moving: A reflective approach to teaching physical education* (9th ed.). McGraw Hill.

Additional resources

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

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. This will be in addition to 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. Brady 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

Course Requirements and Course Performance Evaluation Weighting:

1. Classwork and Reflections (80 pts / 20%)
 - 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. Professional Philosophy Statement Paper (10 pts / 2.5%)
Teacher candidates will write a Professional Philosophy Statement expressing, but not limited to; a) values as a teacher and goals for students; b) description of your teaching methods / style; c) justification for why you want to be a teacher; and d) how to measure effectiveness.
3. Scope and Sequence Project (20 pts / 5%)
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 into the lessons, and a one-page justification of the scope and sequence.
4. Article / Research Summary Presentation (10 pts / 2.5%)
 - a) Teacher candidates will identify one educational area (i.e. managing behavior, charter schools, adapted physical education, etc.) that they would like to learn more about, research this topic, and present the findings.
5. Field experience (100 pts / 25%)
 - a) Teacher candidates must maintain a record of their observations and a journal.
 - b) Teacher candidates must complete at least 15 hours of field experience.
 - c) Teacher candidates will teach at least one lesson and prepare a lesson plan in collaboration with their master teacher.
 - d) Teacher candidates will reflect and systematically analyze their practice.
6. Waples Mill School teaching experience (20 pts / 5%)
 - a) Teacher candidates will develop one lesson plan (modified for 3rd and 5th grade) and deliver it to two classes at Waples Mill during the semester.
 - 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.
7. Peer Teaching Assignment with Peer Observations (30 pts / 7.5%)
 - a) As a group of two or three, teacher candidates will teach two or three 30-minute lessons, showing scope and sequence of a skill theme unit.
8. Quiz #1 (20 pts. / 5%)
 - a) The contents of this quiz will consist of chapters 1, 2, and 6, and from discussions / notes from class. Questions will be multiple choice, fill in the answer, and short answers.

9. Quiz #2 (20 pts. / 5%)
 a) The contents of this quiz will consist of all material covered up to that point and will consist of multiple choice, fill in the answer, and short answers.
10. Exams
 a) Midterm (40 pts. / 10%) - Will focus on the material covered up to that point and will consist of short answers.
 b) Final (50 pts. / 12.5%) – Will focus on the material covered up to that point and will consist of short answers

• **Other Requirements**

In accordance with the GMU Attendance Policies (University catalog, 2018-2019), “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:

One (1) absence is permitted

Two (2) “tardies”= 1 absence

Two (2) “early departures”= 1 absence

Additional absences beyond 1 will result in 5% deduction from final grade

Grading Policies

372 - 400 = A	360 - 371= A-	
352 - 359 = B+	332 - 351 = B	320 - 331 = B-
308 - 319 = C+	292 - 307 = C	280 - 291 = C-
240 - 279 = D		
< 240 = F		

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

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 703993-2080 if you have questions

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 <https://ds.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 VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments/>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking: As a faculty member, I am designated as a “Non-Confidential 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](tel:703-380-1434) or Counseling and Psychological Services (CAPS) at [703-993-2380](tel:703-993-2380). You may also seek assistance from Mason’s Title IX Coordinator by calling [703-993-8730](tel:703-993-8730), or emailing titleix@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 <http://cehd.gmu.edu/>.

Class Schedule

Dates	Topic	Content/Activity	Readings/ Assignments
<p>Week 1 Jan 26</p>	<p>“Learning occurs when Relationships are formed”</p> <p>What to expect in this class</p> <p>Let’s get to your field experience!</p> <p>As an educator, what are you confident in?</p>	<p>Activity</p> <p>Course / Syllabus Overview</p> <p>Field Placement Assigned - Background Check FCPS & PWCS - Visit Web-site and email your mentor</p> <p>Tolerance Theory Survey</p> <p>Closing Discussion</p>	<p>Please bring electronic devise to access internet</p>
<p>Week 2 Feb 2</p>	<p>What does an exemplar teacher look like?</p> <p>How do we Learn?</p>	<p>Engagement Discussion</p> <p>7 Standards of Teacher Evaluation FCPS & PWCS</p> <p>Mission Statements</p> <p>Cognitive Neuroscience and 5 Requirements to Learning Motor Skills</p> <p>Closing Discussion</p>	<p><u>Reading</u> Ch. 1 Graham Ch. 2 Graham</p> <p><u>Assignment</u> Tolerance Theory Reflection Post</p> <p>Field Experience Schedule established</p>
<p>Week 3 Feb 9</p>	<p>What does a Quality Physical Education Program look like?</p>	<p>Engagement Discussion</p> <p>Scope and Sequence</p> <p>Components of Lesson Plans</p> <p>Universal Design for Learning (UDL)</p> <p>Academic Learning Time - PE</p> <p>Closing Discussion</p> <p>Lab: Peer Teaching Explanation and partner work</p>	<p><u>Quiz #1</u> Covers content from Chapters 1, 2, & 6, and classroom lecture</p> <p><u>Reading</u> Ch. 6 Graham</p> <p><u>Assignment</u> Mission Statement Post</p> <p>[Able to begin Field Experience on 2/7]</p>
<p>Week 4 Feb 16</p>	<p>Are there different ways to present information?</p>	<p>Engagement Discussion</p> <p>Mosston’s Teaching Styles</p> <p>Bloom’s Taxonomy</p> <p>Working with Teacher / Instructional Assistants and Co-Teachers</p> <p>Closing Discussion</p> <p>Lab: Peer Teaching #1; Group 1</p>	<p><u>Reading</u> Ch. 10 Graham</p> <p><u>Assignment</u> Group #1 Teaches Group #2 Observes</p> <p>Scope and Sequence Project Due</p>

Week 5 Feb 23	With so many Behaviors, how do we manage them all....without interfering with the teaching / learning environment?	Engagement Discussion Pro-active Strategies vs. Reactive Strategies to managing behavior Closing Discussion Lab: Peer Teaching #1; Group 2	<u>Reading</u> Ch 9 Graham <u>Assignment</u> Group #2 Teaches Group #3 Observes Article / Research Summary Presentations
Week 6 March 2	Is Physical Education a natural catalyst to instill life long personal qualities?	Engagement Discussion Teaching Personal and Social Responsibilities (TPSR) Cross-Curriculum Social – Emotional Learning Closing Discussion Lab: Peer Teaching #1; Group 3	<u>Readings</u> Graham Ch 4 & 7 <u>Assignment</u> Group #3 Teaches Group #4 Observes Article / Research Summary Present. Cont.
Week 7 March 9	Mid – Term Exam	Mid – Term Exam Lab: Peer Teaching #1; Group 4	<u>Midterm:</u> Covers all content up to this point <u>Readings</u> Ch. 13, 14, 15 Graham <u>Assignment:</u> Group #4 Teaches Group #5 Observes
Week 8 Mar 16	SPRING BREAK	SPRING BREAK	SPRING BREAK
Week 9 March 23	Providing a safe and successful learning environment.	Engagement Discussion Tort Law (“Best Practice” and Foreseeability at your defense) and Loco Parentis Closing Discussion Lab: Peer Teaching #1; Group 5	<u>Assignment</u> Group #5 Teaches Group #6 Observes [Should be teaching at your field placement]
Week 10 March 30	Huh....what’s THAT? And you want me to do WHAT? ... Professionalism and Extra Duties	Engagement Discussion NEA / AFT – Collective Bargaining, Legal Counsel, Retirement Safety Patrols / Student Council Association / Faculty Advisor Council / Team Leaders Committee Parent Teacher Association	<u>Assignment</u> Group #6 Teaches Group #7 Observes [Should be teaching at your field placement]

		Field Day / Back to School Night Closing Discussion Lab: Peer Teaching #1; Group 6	[Conclude Field Experience by 4/1]
Week 11 April 6	Mmmmm...I didn't think about THAT....where can I find that answer?	Engagement Discussion Professional Organizations Mentor Programs Expectations for Waple Mills Closing Discussion Lab: Peer Teaching #1; Group 7	<u>Quiz #2:</u> This quiz will cover all readings and content discussed up to this point <u>Assignment</u> Group #7 Teaches Group #1 Observes Field Experience Project Due
Week 12 April 13	Waples-Mill Observation	Preparing for teaching experience	<u>Reading</u> Ch. 12 Graham <u>Assignment:</u> Idea / outline of presentation for VAHPERD
Week 13 April 20	Waples-Mill Teaching	Teaching a general physical education class, classmate observes	<u>Reading:</u> Ch. 33 Graham <u>Assignment:</u> Lesson Plan created and summary of teaching
Week 14 April 27	Waples – Mill Teaching	Teaching a general physical education class, classmate observes	<u>Reading</u> Ch. 27 Graham <u>Assignment:</u> Lesson Plan created and summary of teaching
Week 15 May 4 LAST class	Are you ready to do your student teaching in the Fall? Could you run your own PE Program?	Putting it all together What questions do you have Preview of Final Exam	<u>Assignment</u> Waples-Mill Teaching Case Study & Presentations Due Professional Philosophy Statement Due
Finals Week May 11	Final Exam	Final Exam	<u>Final Exam</u> Covers ALL content up to this point

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