

PE 331 Methods In Elementary Physical Education
PE 332 Teaching Experience In Elementary Physical Education
Fall 2017

Contact Information:

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Credits and Meetings:

Credit Hours: 2/2

Course Days: PED 331 T&Th-12:30-1:45 PED 332 M&W-12:30-2:30

Course Location: PED 331 HEC 101 PED 332 HEC 101, 105, Berg, 110, Quandt

Text and Materials:

Required Text

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

Holt-Hale, S. & Hall, T (2016) Lesson Planning for Elementary Physical Education. Human Kinetics. Champaign, IL.

SHAPE America. (2014). National Standards & Grade-Level Outcomes for K-12 Physical Education. Champaign, IL: Human Kinetics. **(purchase)*****

Other Materials

3 Ring Binder

Proper Teaching Attire (including clean gym shoes)

Learning Board (tri-fold board)

Bulletin Board Supplies (Some supplies available)

A device used to record, view and download video

A cell phone to use in the case of an emergency

Recommended Materials

Graham, G. (2008). Teaching Children Physical Education: Becoming a Master Teacher. Champaign, IL.: Human Kinetics.

Conceptual Framework:

The *Methods in Elementary Physical Education* and *Teaching Experience in Elementary Physical Education* courses are required courses in the physical education concentration for teacher certification. Upon completion of this course, the candidate will demonstrate knowledge of instruction and program implementation by applying pedagogical theory and practice to movement concepts and skill themes appropriate for children. The course will examine developmentally and instructionally appropriate practices in physical education. Candidates will learn to develop the content of children's physical education through practice and in-class implementation of lessons. Technology will be utilized to analyze pedagogical behaviors and content development. In addition, using a teaching lab, candidates will obtain field experiences by teaching a series of lessons to elementary school students. The candidates will have the opportunity to share and discuss the immense range of cultural differences within the public school setting. This will be enhanced through class observations, field experiences and invited guest.

Course Objectives:

1. Demonstrate developmentally and instructionally best practices for a quality physical education.
 - Identify and explain characteristics and best practices
 - Understand and apply the SHAPE & WI standards
 - Value of PE and the educator specialist as part of the total curriculum and the school
 - Develop the content of Skills Themes & Movement Concepts
2. Create and implement developmentally appropriate lesson plans for children in grades K-5.
 - Recognize developmental characteristics of K-5 school children and explain the implication
 - Apply the concept of GLSP
 - Integrate curricula activities and multicultural games
 - Apply appropriate and effective learning progressions (through extending, refining and application tasks)
 - Utilize and demonstrate various forms of teaching techniques for all learners
3. Utilize various methods to analyze teaching.
 - Reflection(s)
 - Video
 - Systematic observation
4. Create and implement assessment tools to measure student learning
 - Summative and/or formative
 - Formal and/or informal
5. Integrate the use of technology for teaching and learning
 - Assessment
 - Equipment (e.g. heart-rate monitors)
 - Teaching tools (e.g. classroom DoJo)

Professional Expectations:

1. You should conduct yourself as if you are a teacher in the schools. Professionalism is a major component in this course and your level of professionalism will have an effect on your final grade.
2. Be respectful of the St. Stan's rules, teachers, building and administration (they are allowing us this great opportunity to practice your skills using their children!)
3. Pick them up on time in their classroom and return them on time to the classroom. Make verbal contact with the teacher in the classroom before leaving.
4. **Clean** Athletic Shoes.
5. **ALWAYS CHANGE YOUR SHOES** WHEN THE CHILDREN CHANGE THEIR SHOES.
6. All clothes must be clean and free of stains, holes, rips and should fit properly. Tuck in most shirts, especially t-shirts. Tops must cover when you lean over –please, no underwear may be visible! Shirts may not have inappropriate language, logo, or innuendo. Cover visible tattoos when teaching children. Tight pants (yoga type pants) should not be worn.
7. Always wear a jacket, hat, gloves and other appropriate clothing when picking up the St. Stan's children when temperatures are 60 degrees or below. You are their role models... they will wear what you wear. SO... if it is cold and you go over there in shorts, running shoes and a hoodie – it is very difficult to get them to put on their boots, coats, hats, and gloves.
8. Think before you act: touching students w/out permission, appropriate language, picking your nose, “adjusting yourself” etc. Children are also watching!!

Requirements: 331 (2 credits)

1. Assessments

- Lots of Quizzes..... 125 points
- 3 Exams..... 300 points

2. Assignments

- Practicum Teaching Video Analysis (mini edTPA)..... 100 points
Each candidate will video one lead teaching lesson taught during the practicum experience. The candidate will then write an analysis (using a prompt based on edTPA criteria) of their teaching. Each candidate will give a brief *presentation* regarding his or her total practicum teaching experience to the class (presentation format can be video, PowerPoint, Prezi etc.).
- Progress Reports..... 75 points
Near the end of the semester, candidates will design a report card to provide the student, parent/guardian and administrators of the student’s academic progress. The report card must be neat, easy to read and sealed in an envelope with the child’s name on it. A copy of each report card must go in your semester notebook.
- Semester Notebook..... 50 points
Candidates will create a notebook containing information created during the semester. The contents and criteria for the notebook can be found on the rubric. See documents related to the assignment on D2L for further info.
 - Bulletin Board - Candidates will create a bulletin board at St. Stan’s during the semester. You will need to take a picture of the board to place in your semester notebook.
 - Learning Board - create a tri-fold board, which includes: teacher name, class guidelines, content objectives and assessment.

<u>Total Points:</u>		<u>Grade are calculated by percent</u>					
Assessments	425 points	93-100%	A	87-89%	B+	77-79%	C+
Assignments	225 points	90-92%	A-	83-86%	B	73-76%	C
		80-82%	B-	70-72%	C-		
Total	650 points	Ex. 96% of 650 = 624					

Requirements: 332 (2 credits)

1. St. Stan’s Practicum Assignments

- Lesson Plans..... 315 points
Candidates will create and implement a lesson plan (LP) for each class they teach for St. Stan’s students. **If you do not submit a lesson plan (by due date) you will not be allowed to teach, which result in a zero.** Lesson plans must reflect all components as discussed in 331 and must clearly show thought and innovative thinking. Each lesson plan will be due one week prior to teaching. Feedback and a grade will be given to the original plan submitted. Corrections to the LP may be resubmitted to reclaim some of the missed points. All corrections must be made in color (red) or highlighted within the document. See rubric for guidance.

- St. Stan’s Teaching Reflections 30 points
Candidates will write 2 self-reflections (15 pts ea.) using video recordings, memory recall and/or coding instruments from the lesson. See documents related to the assignment on D2L for further info.

2. School Practicum Assignments (8 hrs)

During the semester, you will spend time co-teaching and lead teaching 3rd - 6th graders in a local school. You will need to contact the teacher asking permission to fulfill your practicum hours. I highly recommend choosing at least two teachers to work with. For each teacher, you work with you may observe the first class. Then make arrangements with your practicum teacher to co-teach and lead teach a class (alternate co-teach & lead teach). For each class you lead teach, collaborate with the practicum teacher and create a lesson plan and provide it to the practicum teacher in advance before teaching. Note: some teachers will want you to teach their lesson in this case do so, but be prepared. Use a new practicum form and log for each teacher you work with. This course cannot be completed without fulfilling all practicum requirements

- School Practicum Reflection and Log..... 25 points

3. Cumulative Practicum Presentation.....25 points

- The student will reflect on his/her total practicum experience during the semester.

Total Points:

St. Stan’s Assignments	345 points
School Practicum Assignments	50 points
Total	395 points

Course Policies:

1. Accommodations of Candidates with Disabilities - UWSP is committed to providing equal educational opportunities for candidates with documented disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability. *If modifications are required due to a disability, please inform the instructor and contact Susie Rood in the Disability & Assistive Technology Services Office (LRC 603), and complete an Accommodations Request form. Phone: 346-3365 or email srood@uwsp.edu*

2. Academic Integrity - I grow more concerned about plagiarism and academic misconduct each semester. I will enforce UWSP chapter 14 policies and use www.turnitin.com for the written assignments. The board of regents, administrators, faculty, academic staff and students of the university of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the university of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others’ academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions.

UWSP 14.03 Academic misconduct subject to disciplinary action. See Students Handbook

3. Attendance - This is a methods class and therefore holds a strict attendance policy. Attendance is an expectation for professional development. Your *attendance and participation is a requirement* of the course and candidates are expected to attend ALL class meetings. Please extend the courtesy of

contacting me with any issues that would impact your attendance. I will grant one unexcused absence for 331 only, additional absences or taries will impact your final grade. Missing a lab without valid reason and prior notice will result in a failure for the course. Approved campus activities and events are part of the total school curriculum and will be supported.

4. Examination Policy - All candidates are required to take exams on site on the assigned dates and times unless there are extenuating circumstances. Should you require testing accommodations see Accommodation of Candidates with Disabilities section and provide proper documentation.

5. Electronic Devices - Use of cell phones, tablets, MP3 players or the alike at any time during class should not be used unless permission is provided. In order to create a climate suitable for learning, please turn off mobile devices prior to class starting. If noted, it will count as an absence. Furthermore, in the event using any of these technology devices is required as part of class work, visits to non-academic internet sites (unless otherwise noted) is prohibited. Violations of this policy will result in loss of points without notice to student.

6. Risk Awareness - Candidates should be aware that physical activity is expected as partial fulfillment of the requirements of this class. This includes participation in practice lessons taught by the instructor and/or peers. Candidates should make the instructor aware of any physical limitations that will limit participation in the class.

From the office of Risk Management: *“In the event of a medical emergency, call 911 or use red emergency phone located (Quandt Balcony). Offer assistance if trained and willing to do so. Guide emergency responders to victim.*

In the event of a tornado warning, proceed to the lowest level interior room without window exposure at (Lower Level Quandt). See www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans for floor plans showing severe weather shelters on campus. Avoid wide-span rooms and buildings.

In the event of a fire alarm, evacuate the building in a calm manner. Meet at (Science Building). Notify instructor or emergency command personnel of any missing individuals.

Active Shooter – Run/Escapes, Hide, Fight. If trapped hide, lock doors, turn off lights, spread out and remain quiet. Follow instructions of emergency responders. ^[1]_{SEP}

See UW-Stevens Point Emergency Management Plan at www.uwsp.edu/rmgt for details on all emergency response at UW-Stevens Point.”

This Syllabus is subject to change upon the discretion of the instructor. Any changes will not be made without proper notification to candidates.

Final adjusted grade is based on extra credit points, attendance, professionalism and growth.