

KINE 4321: Teaching Elementary Physical Education  
Spring 2011

**Instructor:** Dr. Jean Ann Hargreaves

**Office:** Maverick Activities Center (MAC) 156A

**Office Phone Number:** (817) 272-1400

**E-mail:** [jahargreaves@uta.edu](mailto:jahargreaves@uta.edu)

**Office Hours:** By appointment

**Section Information: Lecture:** KINE 4321-001 **Lab:** KINE 4321-002

**Time and Location of Class Meetings:** MF10:00-10:50 Science Hall (SH) 334  
W (Lab) 9:00-10:50 PEB 114

## COURSE OVERVIEW

### Course Description

This course is designed to synthesize the sciences of anatomy, physiology, biomechanics, and exercise physiology, and to integrate the resulting principles with theories of motor learning and motor control as applied to transitional activities.

**Course Prerequisites:** KINE 3304 and KINE 3388 & **CRIMINAL BACKGROUND CHECK**

**Co-requisites:** Enrollment in one weekly lab section. (KINE 4321-002)

## COURSE LEARNING GOALS

### Course Objectives

Upon successful completion of this course, it is expected that students will be able to:

1. Demonstrate an understanding of pedagogical and content knowledge in teaching experiences with elementary students
  - *Assessment of Objective: lesson plans, teaching labs*
  - *NASPE Standards: 1, 5, 6*
  - *Texas Competencies for Entry Level Physical Education Teachers: 1, 2, 3, 4, 6*
2. Demonstrate the abilities to align physical education curriculum with appropriate national, state and district benchmarks and standards
  - *Assessment of Objective: lesson plans, teaching portfolio entry, teaching labs*
  - *NASPE Standards: 1, 2, 6*
  - *Texas Competencies for Entry Level Physical Education Teachers: 1, 2, 3, 4, 6*
3. Demonstrate short and long term planning abilities for teaching elementary students.
  - *Assessment of Objective: lesson plans teaching portfolio entry, teaching lab*
  - *NASPE Standards: 1, 6*
  - *Texas Competencies for Entry Level Physical Education Teachers: 1, 2, 3, 4, 6*
4. Demonstrate ability to determine outcomes of teaching and learning through developmentally appropriate practices in the physical education classroom for elementary students.
  - *Assessment of Objective: teaching portfolio entry, teaching labs*
  - *NASPE Standards: 1, 2, 3, 4, 6*
  - *Texas Competencies for Entry Level Physical Education Teachers: 1, 2, 3, 4, 5, 6*
5. Demonstrate an understanding of the assessment process in physical education for elementary students.
  - *Assessment of Objective: teaching labs*
  - *NASPE Standards: 7*
  - *Texas Competencies for Entry Level Physical Education Teachers: 7*

## LECTURES AND READINGS

### Required Textbook

Graham, G., Holt/Hale, S., & Parker, M. (2010). *Children Moving A reflective Approach to Teaching Physical Education* (8<sup>th</sup> ed.). McGraw-Hill.

### Requested Reading:

- \*NASPE Initial Physical Education Teacher Education Standards (Teachers) ([http://www.aahperd.org/naspe/pdf\\_files/standards\\_initial.pdf](http://www.aahperd.org/naspe/pdf_files/standards_initial.pdf))
- \*Texas Physical Education Standards (Teachers) (<http://www.sbec.state.tx.us/sbeconline/standtest/standards/allpe.pdf>)
- Texas Essential Knowledge and Skills for Physical Education (Students) (<http://www.tea.state.tx.us/rules/tac/chapter116/index.html> subchapters A-C)
- NASPE National Standards for Physical Education (Students) (<http://www.aahperd.org/naspe/publications-nationalstandards.html>)

## COURSE EVALUATION PROCEDURES

### Course Structure

This course is designed to expand the undergraduate knowledge base in regards to teaching physical education in the elementary setting. The student will have the opportunity to demonstrate their knowledge of course content during interactive lectures, cooperative learning environments, lab activities, reflection questions and chapter quizzes. Students are encouraged to come to class prepared to interact in class discussion. Grades assignments and exams are designed to facilitate the undergraduate's application of course content and as a means for arriving at a final grade for each student.

### Specific Course Requirements

#### Exams

The student will complete **three exams**; none being comprehensive. The material will come from lectures, class discussions, readings, lab activities, and other materials assigned by the instructor. All exams are closed book and closed notes. All exams are mostly short answer application questions (some multiple choice, matching and true/false may also be present). Please study for these exams.

An unexcused absence from a scheduled exam will result in complete loss of points for the exam missed. The student must notify the course instructor of an excused absence before the exam. It is the student's responsibility to provide written verification of the excused absence to the instructor and arrange with the instructor a time to make up the missed exam. Students will not be allowed to keep exams. Graded exams will be reviewed in class and any further review will take place in the instructor's office during office hours or any other arranged time.

**Integrated Observations and Reflections:** Each student will complete two (2) reflection papers over the course of the semester.

**Reflection 1 (due February 11<sup>th</sup>):** What is your overall impression of the physical education program? What do you think about the space in which the students are learning (gym, etc.)? What do you see on the walls, floor, etc.? Does it look like a place where learning occurs? How does the cooperating teacher interact with his/her students? Is there rules and structure? What is the overall mood of the students? Do you notice anything about the students out of the

ordinary? How does the cooperating teacher deal with discipline? What types of lesson are the students learning? What teaching style is the cooperating teacher using? Specifically, how would other styles benefit the same lesson? How is the learning space set up with regards to instruction? Does the cooperating teacher focus on process or product? Specifically, what type of feedback does the cooperating teacher give their students? Is it general, or specific? Do you think the lesson utilized space and equipment appropriately? Do you think the environment was safe? What instructional formation was used? Do you think another instructional formation would work better? Did the cooperating teacher open the lesson with instruction and give closure at the end?

**Reflection 2 (due 18<sup>th</sup>):** Discuss in detail whether the characteristics of a quality lesson (pgs 82 and 83) were present or not. Were objectives set before the lesson? What teaching style did the cooperating teacher use? How did they check for understanding? What types of instructional cues were given, if any? What type of feedback was given? Did you notice children who did not get any feedback? Did you notice favoritism or emphasis on more skilled individuals? What type of communicator is your cooperating teacher? What types of interactions do they tend to have with their students? Are there implemented class procedures for thing (water, bathroom, talking, etc.)? Are rules posted? Do the students know the rules, if so, how are they reinforced? How does the cooperating teacher handle discipline? How does the management of the students appear to you? How is the class organized? Did you see any peer mediation? If so, how was it handled? What types of reinforcements were used? What consequences did the students face for misbehaving? Were there children with disabilities in the classroom? What accommodations were used to assist them? If there were children, were they mainstreamed with the rest of the children? Were there modifications? If so, what were they?

### **Lesson Plans:**

Lesson plans will be due as per schedule. At that time, you are to come to class with four (4) copies, one for the instructor and three for your peers. You will do a peer review of each other's work. The instructor will assess the fourth copy as per the lesson plan rubric.

### **Lab Assignments:**

Each student will complete lab assignments during lab hours. Details of which will be given during class time.

### **Teaching Assignments:**

Each student will be assigned to teach at Sallye Moore Elementary School (Grand Prairie ISD). Each Wednesday, the student will conduct one lesson to be collaborated with their cooperating teacher. If a student **is tardy or misses their assigned teaching date**, they will **receive a zero for both their teaching grade and their lesson plan grade for that day. NO MAKE-UPS will be allowed!**

### **Written Work**

Written work due at class time must be submitted within the first 10 minutes of class on the day that the assignment is due. Written work due at a time outside of class time must be submitted within 10 minutes of the designated time. Assignments turned in after 10 minutes for either scenario will not be accepted.

### **Personal Responsibilities**

The students are expected to contribute to a positive learning environment for themselves as well as their peers and to a positive teaching environment for the instructor. The instructor expects students to consistently participate in classroom activities and discussion with a positive attitude. At this level of your professional development, you are not only responsible for your own learning but being

supportive of others' learning. Please enter the classroom with a positive attitude and a willingness to complete class activities.

Exam 1	100 pts
Exam 2	100 pts
Exam 3	100 pts
Lab Observations w/Reflections (x 2)	30 pts
Lesson Plans	100 pts
Lab Assignments (x 8)	100 pts
Field Teach & Lesson Plan	50 pts
In-Class Activity/Discussion Points	100 pts
Reading Quizzes**	50 pts
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Total	730 pts

*\*\*Reading quizzes will only be used if the instructor feels necessary.*

### **Grade Breakdown**

Letter grades will be calculated on the following scale:

- (A) 90-100
- (B) 80-89
- (C) 70-79
- (D) 60-69
- (F) Below 60

*\* Keep in mind you will have to retake anything below a C.*

### **Attendance**

Class attendance is mandatory. Attendance will be kept separately for the lecture portion and lab portion of the class. Students will fail the course upon their **seventh** unexcused absence from the class and upon their **second** unexcused absence from the lab. Missing more than 10 minutes of any class session will be considered an absence. Students with three late arrivals to class (tardies) will have their grade reduced by one letter grade. A tardy is defined as the student absent or unready to start class when the instructor starts class.

## **DEPARTMENT OF KINESIOLOGY AND UNIVERSITY ACADEMIC POLICIES**

### **Department of Kinesiology – Drop Policy**

It is the responsibility of the student to add or drop classes or withdraw from school within the appropriate time frame established by the University Registrar. (The departments are not allowed nor obligated to add or drop students from classes.) Deadlines can be found in the current Schedule of Classes. Deadlines may differ for Graduate Students and Undergraduate Students.

### **The Department of Kinesiology Grade Requirement:**

As stated in the undergraduate catalog, you are required to earn a “C” or better in ALL Kinesiology and Health courses to maintain your status as a Kinesiology major. Therefore, in the future, you will be required to retake any Kinesiology course in which you earned a “D” or “F”. These classes must be taken at UTA. If a “D” or “F” grade is earned you will need to contact your academic advisor, since you will need permission to continue to take Kinesiology and Health courses until the grade is replaced with a “C” or better grade. If you have any questions regarding this policy, please contact your academic advisor.

**Grade Grievance Deadline Policy:**

The student has one calendar year from the date a grade is assigned to initiate a grievance. The normal channels are: Department Chair or Program Director; Academic Dean; and the Provost.

**Americans With Disabilities Act:**

The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 - The Rehabilitation Act of 1973 as amended. With the passage of federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability). Also, you may visit the Office for Students with Disabilities in room 102 of University Hall or call them at (817) 272-3364.

**Academic Integrity:**

It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University.

"Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regents' Rules and Regulations, Series 50101, Section 2.2)

**Student Support Services Available:**

The University of Texas at Arlington supports a variety of student success programs to help you connect with the University and achieve academic success. These programs include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals.

**Final Review Week:**

A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabi. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. Classes are held as scheduled during this week and lectures and presentations may be given.

**E-Culture Policy:**

The University of Texas at Arlington has adopted the University email address as an official means of communication with students. Through the use of email, UT-Arlington is able to provide students with relevant and timely information, designed to facilitate student success. In particular, important information concerning registration, financial aid, payment of bills, and graduation may be sent to students through email.

All students are assigned an email account and information about activating and using it is available at [www.uta.edu/email](http://www.uta.edu/email). New students (first semester at UTA) are able to activate their email account 24 hours after registering for courses. There is no additional charge to students for using this account, and it remains active as long as a student is enrolled at UT-Arlington. Students are responsible for checking their email regularly.

**Electronic Device Policy:**

Use of cell phones, text messaging and other electronic devices is a distraction to the learning environment. Students are expected to put away any electronic devices that will cause disruptions in class!!!

**Library Information:**

Helen Hough is the primary Department of Kinesiology Librarian. If you need assistance in a library matter, contact her at: [hough@uta.edu](mailto:hough@uta.edu) or phone 817-272-7429

## PROPOSED SCHEDULE

\*\*The schedule is subject to change according to instructor's discretion.

Jan. 21	Introduction to Course/Syllabus	Read: Chapter 9
Jan. 24	Curriculum Development	Read: Chapter 13
Jan. 26	Teaching 101	Read: Chapters 8 and 11
Jan. 28	Curriculum/Lesson Plan Development	Read: Chapters 2 and 3
Jan. 31	Skill Themes	Read: Chapter 7
Feb. 2	<b>Lesson Plan #1 Due (Peer Teach)</b>	Read: Chapter 5
Feb. 4	Discussion	
Feb. 7	Discussion	Read: Chapter 6
Feb. 9	Integrated Observation/Reflection #1	
Feb. 11	<b>Reflection #1 Due</b>	
Feb. 14	Discussion	Read: Chapter 12
Feb. 16	Integrated Observation/Reflection #2	
Feb. 18	<b>Reflection #2 Due</b>	
Feb. 21	Exam #1 Review	
Feb. 23	Teaching Lab	
Feb. 25	<b>Exam #1</b>	
Feb. 28	Discussion	Read: Chapter 16
March 2	Teaching Lab	Read: Chapter 17
March 4	Discussion	Read: Chapter 18
March 7	<b>Lesson Plan #2 Due (Peer Review)</b>	Read: Chapters 14 and 15
March 9	Teaching Lab	
March 11	Discussion	
<b>No class March 14<sup>th</sup>, 16<sup>th</sup> and 18<sup>th</sup> – Spring Break! ☺</b>		
March 21	Discussion	Read: Chapter 19
March 23	Teaching Lab	Read: Chapter 20
March 25	Discussion	Read: Chapter 21
March 28	Discussion	Read: Chapter 22
March 30	Teaching Lab	
April 1	<b>No class-</b> Work on Lesson Plan #3	
April 4	<b>Lesson Plan #3 Due (Peer Review)</b>	Read: Chapter 23
April 6	Teaching Lab	
April 8	Exam # 2 review	
April 11	<b>Exam #2</b>	
April 13	Teaching Lab	
April 15	Discussion	Read: Chapter 24-26

April 18	Discussion	Read: Chapter 27
April 20	Teaching Lab	Read: Chapter 28
April 22	Discussion	Read: Chapters 29 and 30
April 25	Discussion	Read: Chapters 31 and 32
April 27	Teaching Lab	Read: Chapters 33 and 34
April 29	Discussion	
May 2	<b>Lesson Plan #4 Due</b>	
May 4	Final Teaching Lab (Lab Make-up)	
May 6	Discussion	

**Monday, May 9, 2011      Final Exam (8-10:30am)**

## **THE UNIVERSITY OF TEXAS AT ARLINGTON COLLEGE OF EDUCATION MISSION, CORE VALUES AND PROFESSIONAL DISPOSITIONS**

MISSION: To develop and deliver an educational program that ensures the highest teacher, administrator and allied health science preparation and performance and to be a recognized contributor in the field of educational and allied health science research and practice through effective teaching, quality research and meaningful service. The Educator and Administrator Preparation units' collaboratively developed shared vision is based on these CORE VALUES, dispositions and commitments to:

- Excellence
- Learner-centered environment
- Research-based
- Collaboration
- Diversity
- Technology
- Field Experiences
- Life-long Learning

Each candidate in the Educator and Administrator Unit of the College of Education of UT-Arlington will be evaluated on PROFESSIONAL DISPOSITIONS by faculty and staff. These dispositions have been identified as essential for a highly-qualified educator. Instructors and program directors will work with candidates rated as "unacceptable" in one or more stated criteria. The candidate will have an opportunity to develop a plan to remediate any deficiencies.

### Demonstrates excellence

- Meets stated expectations of student performance.
- Keeps timelines. Arrives on time for class and other activities.
- Produces significant artifacts of practitioner evidence.
- Possesses a willingness to set goals.
- Attends all classes/trainings and practicum experiences.
- Completes activities as assigned.
- Has appropriate personal appearance and/or hygiene for professional setting.

### Participates in a learner centered environment and shows respect for self and others

- Uses appropriate and professional language and conduct.
- Supports a "high quality" learning environment.
- Shows respect and consideration for the thoughts and feelings of others.

### Research-based pedagogy

- Has an awareness of and willingness to accept research-based concepts.
- Identifies important trends in education.
- Demonstrates interests in learning new ideas and strategies.
- Relates class discussions and issues to current events in education.

### Participates in on-going collaboration with peers and professionals

- Demonstrates kindness, fairness, patience, dignity and respect in working with peers, staff and instructors.
- Works effectively with others.
- Assists others in the university classroom or practicum setting.
- Demonstrates openness to assistance from others.
- Receives feedback in a positive manner and makes necessary adjustment.

### Exhibits stewardship of diversity

- Shows appropriate stewardship and tolerance to diverse people, environments, and situations.

Advocates use of technology

- Uses and applies existing technologies sufficiently in work.
- Shows a willingness to use and apply emerging technologies in work.

Shows interest in the learner and the learning-process

- Demonstrates significant learning improvement over time.
- Shows interest in the learning process and demonstrates the necessary amount of time, energy, and enthusiasm for becoming better learners, teachers, and practitioners.

## **NASPE INITIAL PHYSICAL EDUCATION TEACHER EDUCATION STANDARDS (2004)**

**STANDARD 1:** Physical education teachers understand physical education content and disciplinary concepts related to the development of a physically educated person

**STANDARD 2:** Physical education teachers understand how individuals learn and develop and can provide opportunities that support their physical, cognitive, social, and emotional development.

**STANDARD 3:** Physical education teachers understand how individuals differ in their approaches to learning and create appropriate instruction adapted to these differences.

**STANDARD 4:** Physical education teachers use an understanding of individual and group motivation and behavior to create a safe learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

**STANDARD 5:** Physical education teachers use knowledge of effective verbal, nonverbal, and media communication techniques to enhance learning and engagement in physical activity settings.

**STANDARD 6:** Physical education teachers plan and implement a variety of developmentally appropriate instructional strategies to develop physically educated individuals, based on state and national standards

**STANDARD 7:** Physical education teachers understand and use assessment to foster physical, cognitive, social, and emotional development of students in physical activity.

**STANDARD 8:** Physical education teachers are reflective practitioners who evaluate the effects of their actions on others (e.g., students, parents/guardians, and fellow professionals), and seek opportunities to grow professionally.

**STANDARD 9:** Physical education teachers use information technology to enhance learning and to enhance personal and professional productivity.

**STANDARD 10:** Physical education teachers foster relationships with colleagues, parents/guardians, and community agencies to support students' growth and well-being.

## TEXAS COMPETENCIES FOR ENTRY LEVEL PHYSICAL EDUCATION TEACHERS

**STANDARD 1:** Demonstrate and understand a variety of human movement skill competencies and help students develop these skills.

**STANDARD 2:** Understand principles and benefits of developing physically active lifestyles and utilize motivation strategies that inspire students to participate and value physical education for life.

**STANDARD 3:** Use knowledge of individual and group motivation and behavior to create and manage a safe, productive learning environment that promotes students' self-management, self-motivation, and social skills through participation in physical activities.

**STANDARD 4:** Use knowledge of how students learn and develop to provide opportunities that support students' physical, cognitive, social, and emotional development.

**STANDARD 5:** Provide equitable and appropriate instruction for all students in a diverse society.

**STANDARD 6:** Use effective, developmentally appropriate instructional strategies and communication techniques to prepare physically educated individuals.

**STANDARD 7:** Understand and use formal and informal assessments to promote students' physical, cognitive, social, and emotional development in physical education contexts.

**STANDARD 8:** Reflect and evaluate the effects of his/her actions on others (e.g., students, parents/caregivers, other professionals in the learning environment) and seeks opportunities to grow professionally.

**STANDARD 9:** Collaborate with colleagues, parents/caregivers, and community agencies to support students' growth and well being.

**STANDARD 10:** Understand the legal issues and responsibilities of physical education teachers in relation to supervision, planning and instruction, matching participants, safety, first aid, and risk management.