I. TITLE: Teaching Physical Education in the Elementary School

II. CATALOG DESCRIPTION: Investigation, appraisal and practice of methods, techniques, and materials for development of motor skill learning in the elementary school child. Prerequisite: HPE 175, junior or senior standing, or permission of program coordinator.

III. PURPOSE: This course is designed for future professional physical education teachers. The purpose of this course is to teach future teachers how to teach children developmentally appropriate physical education in the elementary school environment where maximum participation is key to motor skill development. It is a comprehensive course designed for applied understanding of knowledge, concepts, and skills in teaching physical education. This course focuses primarily on: a) pedagogy (how to teach) and secondarily b) content (what to teach). Students learn to teach, observe, assess and evaluate fundamental movement and motor skills. By the end of the semester students will have developed the ability to recognize, analyze, and demonstrate a variety of teaching skills employed by effective educators.

IV. COURSE OBJECTIVES: Following each objective, and enclosed in parentheses, are references to how the student will be assessed on each objective. All objectives meet the Kentucky New Teacher Standards for Preparation and Certification (NTS) referenced after the assessment parenthesis. As a result of participation in this course, students will:

A. Describe and analyze the relationships between physical education teaching and motor skill learning. (Lesson Plan - closure should indicate it takes lots of practice to learn a skill) (NTS #8)

B. Incorporate appropriate national and state Physical Education standards into lessons. (Lesson Plan) (NTS #1)

C. Recognize and plan developmentally appropriate learning opportunities for young children ensuring maximum participation for all lessons. (Lesson Plan) (NTS #1, 2, 3)

D. Teach developmentally appropriate lessons to peers first, then children in elementary physical education in a school based setting under supervision by K-5 teacher and university supervisor. (Lesson Plan and Rubric for (Rubric Mini-Lesson) (NTS #3)

E. Effectively combine pre-active and post-active skills such a planning and student assessment. (Lesson Plan) (NTS #1, 2, 4)

F. Realistically and accurately reflect on the teaching process as it relates to student learning. (Lesson Plan) (NTS #4, 5)

G. Correctly employ systematic observation of teaching skills to improve student learning. (Systematic observation of others on Rubric Mini-Lesson) (NTS #4, 5)

H. Demonstrate effective teaching strategies such as creating a positive climate, using protocols, demonstrations, set-inductions, specific congruent feedback, closure, visual
checking for understanding, teaching by invitation, intra-task variation, handling equipment and materials. (Implements teaching Rubric Mini-Lesson) (NTS #2)

I. Participate in hands-on field and in-class teaching experiences. (NTS #5, 6, 8)

The COE Theme of Educator as Reflective Decision-Maker is included in this course by requiring student to reflect on their teaching and how students learned during the lesson they taught.

The EPSB theme of Assessment is touched on briefly in specific discussions related student learning in schools and assessment in physical education. Pre-service teachers will be required to assess their students in their peer teaching episode and reflect directly on the student learning piece for the lesson.

V. CONTENT OUTLINE: [See calendar for specific concepts and dates]

This course provides students with:

A. Pedagogy (applied directly to the KY New Teacher Standards 1-6, 8 & 10; some students 7 & 10)
   1. Design/plan lesson plan [Lesson Plan].
   2. Creates/maintains a learning environment [Videotape],
   3. Implements/ manages instruction [Videotape],
   4. Observes / assesses / evaluates student learning [Lesson Plan],
   5. Reflects and evaluates own teaching [Scoring Rubric and Reflection of own Teaching and Learning, Videotape evidence],
   6. Collaborates with peers in teaching/learning groups, [Lab scoring rubrics]
   7. Demonstrates knowledge [Scoring Rubrics, Videotape, Quizzes, Assignments]
   8. Utilizes technology (Web, Word, FrontPage, grading program, pedometers, etc.)
   9. Engages in Professional Development (Some students present at State Convention)

B. Content
   1. Movement Concepts (Body, Space, Effort, Relationship). [Assessment documentation of students learning includes Lab scoring rubrics, written assignments and quizzes].
   2. Skill Themes [Assessment documentation of students learning includes Lab scoring rubrics, written assignments and quizzes].
   3. PE standards, KY Core content, Grade-level benchmarks, motor development concepts (feedback, developmental concepts, etc.)

VI. INSTRUCTIONAL ACTIVITIES:

A. The class includes lecture including lots of media, discussions, assignments, classroom participation (lab grade each and every day), videotape observation, group work (teaching and learning groups), hands-on teaching experiences, and performance assessments.

B. Students are expected to be active listeners, contribute to group discussions and labs, and complete all in-class assignments.

VII. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:
Field experiences with children to be approved and will occur during class time.

VIII. RESOURCES:
my webpage, internet (PECentral.org, my website for assignments, etc.), journal articles as needed, former student work, videotaped lessons of former students, computer centers, media and resource centers, libraries, etc.

IX. GRADING PROCEDURES:
This course is primarily a participatory and project-based course. Notice that sixty (60%) percent of your grade is directly related to your attendance, participation, daily work, and professionalism while forty (40%) percent of your grade is related to your work ethic, quality of your work and study habits. Grading is based on the quality of finished projects such as your lesson plans, teaching and reflections. Separate handouts will include task and scoring guidelines as needed. The bibliography list and http://www.pecentral.org are other terrific resources for you.

Daily labs, Attendance, In-class and Group Activities 50%
Written Assignments (papers, lesson plans, hmwk, in-class written assignments, etc.) 30%
Quizzes, Tests, Peer Teaching, Teaching Children in the field, 1 test grade will be used for attendance. Total days attended whether excused or not divided by total possible. 10%
Professionalism (See Rubric) 10%

A = 94% - Exceptional student: always prepared, completes quality work ahead of time, inclusive and helpful in group work, preparation and clean-up time, plays nice with others! We in the profession expect all teacher/leaders to be this type of person.
B = 85% - Good student: Does what is asked but not more, does not always put forth best effort, work may be inconsistent (sometimes good sometimes not), has to be asked to help in group work, set up clean up etc. If you fall here you need to work on your professionalism and dispositions. Do you want to be a contributor to your profession or just a warm body?
C = 75% - If you are not above average in your work ethic and professionalism you better start thinking about a different career!
D = 65% and below Not acceptable.

- Grades in my class are weighted specifically for professionalism and work ethic. Missing more than one class will automatically affect your grade as they are weighted that way on purpose.
- I will provide you with grade sheets at least 3 times during the semester beginning around week 5 so that you can see your grade continuously.
- It is important to understand that there are very important concepts to be learned in this class to be a successful teacher and I expect you to learn those concepts. If you are not here and do not prepare for class how can you learn?

X. ATTENDANCE POLICY:
This course adheres to the attendance policy stated in the current MSU Undergraduate Bulletin.

A. Students are expected to attend all classes, labs and field experiences. Professionalism is expected at all times. See Professionalism Rubric on webpage. Students missing class for any reason should inform the instructor ahead of time preferably by e-mail or phone no later than the day (before 9pm) before this class as it is an 8:30 am class.

B. The only excused make-ups for lab grades that I allow are for official university sponsored programs with proper paperwork (at least one class period ahead of time) and special arrangements made ahead of time. You will have to do written work to make up the lab plus any written work assigned in class to receive credit for the lab grade. The make-up work must be turned in to me by the due date, or ahead of time unless other arrangements are made. If the work is not turned in by the deadline you will not receive full credit. I will take points away for every day it is late.

C. Communicate with me ahead of time to get permission to break any of these policies.

D. For example, if you know you have to be gone because of a previous engagement, or you miss class because you are sick, etc you must still obtain permission from me ahead of time (not the morning of class) to make-up any written work or lab grade. Lab grades are almost impossible to make-up. Also, work due the next class period is expected to also be turned in on time.

E. It is your personal responsibility to turn all work in on time and be in class. This methods class is one of the most important courses in your major. This is also a senior course. You are nearing your professional career as student teacher and future teacher. Principals will not hire folks who do not show up to work and can not meet deadlines.

XI. ACADEMIC HONESTY POLICY:
This course adheres to the academic honesty policy stated in the current MSU Undergraduate Bulletin.

XII. TEXT AND REFERENCES:


XIII. PREREQUISITES:
HPE 175, junior or senior standing, or permission of program coordinator.

XIV. STATEMENT OF AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY:
Murray State University does not discriminate on the basis of race, color, national origin, sex, religion, marital status, age, or disability in employment, admission, or the provision of services, educational programs and activities, and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities an equal opportunity to participate in all programs and activities. For
XV. **FLAG SYSTEM/ CONTINUOUS ASSESSMENT:**

Student progress is continuously assessed throughout the teacher preparation program. Appropriate professional characteristics and dispositions, in addition to academic achievement, are assessed. Positive and negative flags are submitted by faculty to Teacher Education Services and then presented to admissions committees. Negative flags are carefully reviewed to make a determination as to whether a student should be denied admission OR if a professional development plan will be designed for the student’s progress towards program completion. NEGATIVE FLAGS MAY BE GROUNDS FOR DENIAL OF ADMISSION TO TEACHER EDUCATION AND/OR STUDENT TEACHING.

NOTE:

******All cell phone, Blackberries, laptop computers, IPods, MP3 players, and all electronic devices MUST be turned OFF during class time.

The professor of this course recognizes that in today’s world cell phones, and other technologies are a familiar and many times needed form of communication for students. However, it is the policy of this professor that any and all of the above mentioned devices shall not be allowed during class without prior consent of the professor. This shall included verbal calling, incoming calls, text messaging, e-mail and the use of cell phones as calculators on tests and quizzes. All electronic devices must be powered off and out of sight and use (i.e. kept in a bag or purse). Should any of these devices be visible, ring, be used, etc. during class time the student may be asked to leave class and not return for that class period. Upon prior consent of the professor, a student may obtain permission to use any of these devices in case of emergency or critical situation.

NOTE: Instructor reserves the right to make any changes to course activities and assignments as deemed necessary during the semester.