

**PHED 331 –
Methods in Elementary Physical Education (2 credits)
PHED 332 –
Teaching Experience in Elementary Physical Education (3 credits)
Spring 2021
(Subject to Change)**

Contact Information:

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Course Meeting Days & Location:

PHED 331- - Lecture: Tuesday 9:00am-10:35am

PHED 332 – Lab: Thursday 9:00am-10:35am

Text and Materials:

Required Text

Graham, G. Holt/Hale, S., & Parker, M. (2020). Children Moving: A reflective approach to teaching physical education (10th 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

Proper Teaching Attire (including clean athletic shoes)

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 these courses, the candidate will demonstrate knowledge of instruction and program implementation by applying pedagogical theory and practice to movement concepts and skill themes appropriate for elementary students. The course will examine developmentally and instructionally appropriate practices in physical education. Candidates will learn to develop the content of elementary 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 guests.

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-6.
 - Recognize developmental characteristics of K-6 school children and explain the implication
 - 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

Professional Expectations:

1. Candidate should conduct oneself as if they are a teacher in the schools. Professionalism is a major component in this course and **your level of professionalism will influence your final grade.**
2. Your learning is dependent on the amount of effort and the responsibility you take to prepare for this course and your understanding of the course materials. This means:
 - a. Course readings must be completed **BEFORE** class/lecture.
 - b. Course video lectures used to supplement the readings must be watched **PRIOR TO DUE DATE**
 - c. There will be quizzes on the material in which you were responsible for previous to class discussion.
 - d. Scheduled lecture time will be used for discussion, participation in activities to engage with the material and opportunities to ask questions to the instructor and classmates.
3. **Phones should NOT** be used during class, unless permitted by the instructor.
4. Computers must be brought to each class and charged and ready for use and to access Canvas and course materials.
5. As a pre-professional, all **clothing** worn must be **professionally appropriate**:
 - Clean and free of stains, holes, rips and should fit properly.
 - Tops must cover midriff, even when leaning over – No skin or underwear should be showing.
 - Bra straps need to be covered.
 - Shirts may not have inappropriate language, logo, or innuendos.
 - Clean, tied athletic shoes are required

PHED 331 - Methods in Elementary Physical Education (2 credits)

1. Assessments

- Quizzes..... 220 **points**
- Exams..... 150 **points**

2. Weekly Assignments

- On Going 200 **points**

- **Alignment Table Final Project**..... **100 points**
 Candidates will create an “I-Movie” presentation containing video and instructional materials created during the semester. The contents and criteria for the I-Movie can be found within the Canvas course site.
 - Candidates will present I-Movie projects to the full PHED 331 class for Final.....**25 points**

- **Future 331/332 Students Letter****25 points**
 Write a letter to the next group of PHED 331/332 students about your experiences, lessons learned, words of advice.
 - Considered to be your Final Reflection

- **Video Review and Analysis****25 points**
 Complete a review of a provided video of a physical educator teaching an elementary lesson. Complete the full analysis.

- **Attendance & Professionalism****75 points**
 PHED 331 students, your *attendance and participation are requirements* 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 before the scheduled class time. I will **grant one unexcused absence for 331 only**, additional absences or tardiness will impact your final grade.

Total Points ~ 865

Grade are calculated by percent

93-100% A	87-89% B+	77-79% C+
90-92% A-	83-86% B	73-76% C
	80-82% B-	70-72% C-

PHED 332 – Teaching Experience in Elementary Physical Education (3 credits)

- Lesson Plans.....**50 points each (350 points)**
 - 7 teachings – subject to change
 - Each candidate will write an effective and age appropriate lesson plan for each of their assigned in-class teachings at **McDill Elementary School**, utilizing the PHED 331 lesson plan format and professionally incorporating all its contents.
 - Each written lesson plan must be typed, professionally prepared, reflect all components as discussed in PHED 331, clearly show thought, innovative thinking and stated in a student’s own words.
 - **Draft written lesson plans are due at least 1 class period before the assigned teaching (by 9:00 am)** via Canvas drop box. **If the candidate does not turn in the draft written lesson plan at that time, the score of the final written lesson plan will automatically be lowered by a minimum of 10 points.**

- Feedback will be given to the original draft plan submitted on **CANVAS** in the order they were submitted.
- The final written lesson plan (**hard copy**) must accompany each in-class teaching. If a student does not have a completed final written lesson plan (hard copy), before their in-class teaching, the student will receive a zero for their written lesson plan for the day and it will be up to the cooperating teacher if the students will be permitted to teach the Elementary students that day. (Resulting in a 0 for the teaching as well).
- If a candidate is **absent on his/her assigned in-class teaching** at McDill Elementary School, they will receive a zero for the written lesson plan and teaching. No make-ups will be allowed, unless it is arranged ahead of time with **Ann Hockett** and is a pre-approved University excused absence
- **Teaching Evaluations** -**70 points each (490 points)**
- 7 teachings – subject to change
 - Each candidate will teach an effective, age-appropriate lesson for their assigned grade level and activity, in which they are to use proper: instructional strategies, safety, transitions, cue words, and activities to reinforce skill(s) to ensure elementary student learning.
 - If the candidate teaches the wrong skills/activity or teaches the skill/activity incorrectly or ineffectively for their assigned in-class teaching, they will receive a zero for the in-class teaching.
 - If a candidate is **absent on his/her assigned** in-class teaching at **McDill Elementary**, they will receive a zero for the in-class teaching. No make-ups will be allowed, unless it is arranged ahead of time with **Ann Hockett** and is a pre-approved University excused absence.
- **Technology in Teaching** -**20 points**
- **Final Cooperating Teacher Assessment** -**100 points**
- **Reflection Journal**.....**5 points each = 30 points**
 - Self-reflection will take place after each teaching AND video analysis. Peer reflection along with receiving and recording cooperating teacher and university supervisor feedback will also be included in the journal.
 - ✓ Immediately after each individual teaching, the candidate will write a well written and thorough reflection of their in-class teaching performance and video analysis. A set form will be provided to complete the written reflection.
 - The candidate must turn in the written reflection of their in-class teaching by **2 class periods following the teaching**. If a student does not complete the written reflection on the set form or does not have their written reflection form turned in two class periods after their teaching, the student will receive a zero for that assignment.

Total Points ~ 890

Professional Expectations:

6. Candidate should conduct oneself as if they are a teacher in the schools. Professionalism is a major component in this course and **your level of professionalism will influence your final grade.**
7. Be respectful of the public schools’ rules, teachers, building and administration (they are allowing us this great opportunity to practice your skills using their children!)
8. As a pre-professional, all **clothing** worn must be **professionally appropriate**:
 - Clean and free of stains, holes, rips and should fit properly.
 - Tops must cover midriff, even when leaning over – No skin or underwear should be showing.
 - Bra straps need to be covered.
 - Shirts may not have inappropriate language, logo, or innuendos.
 - Clean, tied athletic shoes are required

9. Think before you act: touching students w/out permission, appropriate language, picking your nose, “adjusting yourself” etc. Students are always watching!!
10. **Phones should NOT** be used during class, unless permitted by the instructor.
 - a. At **NO TIME** should you take a **picture/video of McDill students** and post to **ANY social media platform!**

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 are 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 and 1 for the weekly meeting*, (**there will be NO unexcused absences for 332**), additional absences or tardies 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/Escape, Hide, Fight. If trapped hide, lock doors, turn off lights, spread out and remain quiet. Follow instructions of emergency responders. ^[L]_[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.