

PE 341A
Pedagogical Foundations of Physical Education I
Winter 2007

“Keeping youngsters active and healthy for a life time”

Meeting Place: NP 202 and NP 203 MWF 11-11.50

Professor: Dr. Ferman Konukman
Office Hours: Monday 12.00-1.00 pm
Wednesday 12.00 -1.00 pm
Friday 12.00-1.00 pm

If door is open, please come on in
All others by APPOINTMENT!

Office: #129, Health and Human Performance Bldg
963-1929
konukmaf@cwu.edu

Text: Graham, George (2001). Teaching Children Physical Education: Becoming a Master Teacher. Human Kinetics, Champaign, IL.

CWU-PE Program Pedagogical Foundations 1 Text copy. This can be purchases from Copy Shop

Course Web Page: <http://www.cwu.edu/~konukmaf>
Please go to the link “Course Information”

Other Required Materials: 1 blank (NEW) video tape, one 9V battery
Physical Education Program Outfit (Kit) which includes; the program polo shirt and warm up anytime you are teaching or expecting to teach, the program t-shirt or the polo shirt any time we are in the gym or outside (whatever is being worn on the outside must be the program clothing). For example, if you choose to wear a sweatshirt over the polo shirt, you should be wearing a program sweatshirt. These items will be available during the second week of the quarter. At that time, students who are not wearing appropriate clothing will be asked to leave class.

Live Text: Subscription to Live Text is **mandatory** and this is available from www.livetext.com or bookstore

Check Out Materials: Reference materials are available in my office to help you. These include lesson ideas, sport specific content or even articles that will help.

Purpose of the Course: The purpose of this course is to increase pedagogical skills and knowledge that is necessary to develop the cognitive, psychomotor, and affective domains of K-12 students and effectively enhance their ability to be successful lifelong activity participants. Direct instruction, drills, peer tutoring, microteaching and hands on pragmatic gym teaching strategies will be used as instructional strategies.

Additionally, students will be introduced to the requirements and philosophy of the Physical Education Teacher Education Program (PETE) at Central Washington University. As part of CWU's commitment to prepare highly qualified educators, this course utilizes our constructivism philosophy. In it we ensure that the learner creates knowledge, knowledge is "constructed" or made meaningful when the learner relates new information to prior or existing knowledge, that the knowledge is constructed and shaped by experiences and social interactions, and that the students will establish knowledge cooperatively. This class experience will contribute to students meeting the following CWU and State standards:

CWU Center for Teaching and Learning

CTL.1	DOMAIN: I) Evidence of Candidate Learning: Candidates demonstrate subject matter knowledge in areas of endorsement
CTL.1.1	STANDARD: Candidates demonstrate subject matter knowledge in areas of endorsement
CTL.1.2	STANDARD: Candidates demonstrate a thorough understanding of pedagogical content knowledge
CTL.1.3	STANDARD: Candidates demonstrate a thorough understanding of professional and pedagogical knowledge and skills
CTL.1.4	STANDARD: Candidates reflect dispositions expected of professional educators
CTL.1.5	STANDARD: Candidates demonstrate a positive impact on student learning.

Washington State Health & Fitness Standards

1.0 Common Core: Content Knowledge

A health/fitness teacher understands health/fitness content, disciplinary concepts, and tools of inquiry related to the development of a physically educated and health literate person.

S1.4 incorporate interdisciplinary learning experiences to integrate knowledge and skills from multiple subject areas.

S1.8 create and use appropriate instructional cues and prompts for basic motor skills, rhythms, physical activity, and fitness.

4.0 Common Core: Management and Motivation

A health /fitness teacher uses and 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.

S4.1 use a variety of developmentally appropriate practices to motivate learners to participate in physical activity and positive health practices inside and outside of the school.

S4.4 use managerial and instructional routines which create smoothly functioning learning

experiences

6.0 Common Core: Planning and Instruction:

A health /fitness teacher plans and implements a variety of developmentally appropriate instructional strategies to develop physically educated and health literate individuals.

S6.1 identify, develop, and implement instructional and program goals.

S6.2 select implement, and evaluate instructional strategies based on developmental levels, learning styles, and safety issues.

7.0 Common Core: Learner Assessment:

A health/fitness teacher understands and uses formal and informal assessment strategies to foster physical, cognitive, social, and emotional development of learners.

S7.1 use a variety of formal and informal assessment techniques to assess learner performance, provide feedback, and com

8.0 Common Core: Reflection

A health/fitness teacher is a reflective practitioner who evaluates the effects of his/her actions on others (e.g., learners, parents/guardians, and professionals in the learning community) and seeks opportunities to grow professionally.

S8.2 consult professional literature, colleagues, and other resources to develop professionally.

Objectives: Specific objectives for students are:

- 1) To know and incorporate individual differences in planning and implementing developmentally appropriate physical education lessons (NCATE Standard 1, NASPE Standards 1, 6)
- 2) To create and use appropriate instructional cues and prompts for basic motor skills, rhythms, and physical activity (NCATE Standard 1, NASPE Standards 1, 6)
- 3) To identify, select and implement appropriate learning/practice opportunities based on expected progressions and related to ranges of individual variations and levels of readiness (NCATE Standard 1, NASPE Standards 1, 3, 6)
- 4) To use managerial and instructional routines which create smoothly functioning learning experiences. (NCATE Standard 1, NASPE Standards 1, ,4, 6)
- 5) To organize, allocate, and manage resources (time, space, equipment, activities, and teacher attention) to provide active and equitable learning experiences (NCATE Standard 1, NASPE Standards 1, 4, 6)
- 6) To recognize and describe the important pedagogical skills that are thought to comprise effective physical education teaching and the context in which these skills are learned (NCATE Standard 1, NASPE Standards 1, 6)
- 7) To realistically and accurately reflect on the teaching process and the role as teacher (NCATE Standard 1, NASPE Standard 8)
- 8) To be able to effectively utilize at least 15 different characteristics of effective teaching while peer teaching (NCATE Standard 1, NASPE Standards 1, 6)

Course Requirements:

1. Attending class and participating in discussions and activities. An extra emphasis is placed on being in class, **ON TIME** and being prepared to take part in the activities for that day.
2. Complete all outside assignments on time. Assignments must be turned in prior to 5 pm of the day it is due. **Late assignments will not be accepted.**
3. All assignments, which are to be turned in, must be **TYPED** except where otherwise noted.
4. Attendance to West Best K-12 Physical Education Workshop in February 3, Saturday in Seattle is **mandatory**.
5. **Please do not wear hats in any PE classes** – theory or practice. We are responsible for preparing you for the working world. Students in public school PE classes do not wear hats – we shouldn't either. Also you should not chew gum when in public school settings for the same reason. Appropriate activity clothing (Central Physical Education professional attire is required

Explanation of expectations: *A detailed breakdown of expectations, grading and procedures, will accompany all assignments at least 1 week prior to the due date.*

Learning Activities, Assessments, and Expectations:

Assignments: Readings should be completed before the class period in which the topic will be covered. Students should be prepared to intelligently discuss the material from the readings in class. Quizzes will be given over the reading material and chapter questions.

Written Quizzes: Quizzes will be administered at the beginning of 5-8 classes. Students who are tardy or absent will not be allowed to make up the quiz. The lowest quiz score will be dropped.

Teaching Skills Labs & Reflections:

Students will plan and teach lessons to small groups of peers. These opportunities may include but are not limited by the completion of lesson plans, instructional plans, brief instruction, lengthy instruction, reflections and time coding. ***Students who miss any of the teaching opportunities will automatically receive a "0" for all points within this section. For example, if you miss one assignment like teaching the small group of students your instant activity, you will receive a 0 for 40% of your grade. This will automatically force you to retake this class. This class will be offered every winter quarter and is the prerequisite class for all of the junior/senior level Physical Education courses.***

This is NOT negotiable!!! Consider yourself warned!!!!

Attendance: Attending class and participating in discussion and activities is essential in this class. Please **BE ON TIME!** You will get 5 points each time when you attend class

on time, and lose 3 points if you are late or tardy. Students are expected to participate all class sessions. In the event of absence, it is the student responsibility to obtain the information and materials presented during missed class. **If you miss more than 4 classes, your grade will be an F automatically.**

Grading: Grading for this course is described below:

Quizzes	10%
Readings	10%
Attendance	10%
Teaching Skills Labs and reflections	40%
Final Exam -	30% (Live Text Artifact)
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Total	100%

Professional Conduct: This is a professional preparation course. Therefore, display of unprofessional behavior such as tardiness, inappropriate dress in the K-12 schools or classes, lack of teaching preparation and non-participation in class will result in a deduction from the final grade. This includes your actions, word usage (flavorful language is not appropriate), and clothing.

Grading Scale:

A	94-100	B+	88-89	C+	78-79	D+	68-69	F	Below
								60	
A-	90-93	B	84-87	C	74-77	D	64-67		
		B-	80-83	C-	70-73	D-	60-63		

Changing Grades:

All grades are final. Grades will be rounded up to the next percentage point if they are .5 or higher. A grade of .4 or lower will be rounded down. For example, an 89.5 will be rounded up to a 90 and an 89.4 will be rounded down to an 89. There will not be any exceptions.

Make-Ups:

Students are expected to submit all assignments and complete any tests which are due during an athletic (or other university related) trip prior to the date of departure.

Dishonesty:

Students who commit academic dishonesty will not receive credit for the assignment and possibly for the class. Other actions may also be taken.

Disability

Students with disabilities who wish to set up academic adjustments in this class should give me a copy of their "Confirmation of Eligibility for Academic Adjustments" from the Disability Support Services Office as soon as possible so we can meet to discuss how the approved adjustments will be implemented in this class. Students with disabilities without this form should contact the Disability Support Services Office, Bouillon 205 or dssrecept@cwu.edu or 963-2171 immediately.