

PE 341B
Pedagogical Foundations for Physical Education 2

Meeting Place: 205 Physical Education Bldg. Or NP 202

Professors: Dr. K. Mathias

Office Hours: Door is open, come on in!
M 8-9
TTH 2:15-4:00
All others by APPOINTMENT!

Office: 122, Health and Human Performance Bldg
963-1051
mathiask@cwu.edu

Text: Graham, George (1992). Teaching Children Physical Education: Becoming a Master Teacher. Human Kinetics, Champaign, IL.
handout – Pedagogical I handout from copy center.

Other Required Materials: 1 **blank** video tape
Appropriate activity clothing / Department of Physical Education appropriate clothing.

Check Out Materials: Reference materials are available in my office to help you, including lesson plans that can be used for lessons. A checkout list will be kept and you will be responsible for all materials borrowed. (*Note - please do not pass around materials that have been loaned to you*).

Purpose of the Course: The purpose of this course is to expand your already developed teaching skills and knowledge related to enhancing k-12 students' ability to be successful lifelong activity participants. This class is designed to meet the following CWU and Washington Health and Fitness 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.1.3	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 2	DOMAIN: II) Assessment of Teaching and Learning
CTL 2.12	STANDARD: The CTL utilizes an assessment system that reflects the conceptual framework, which incorporates unit and program candidate performance, faculty performance, curriculum, and

	resources
CTL 2.13	STANDARD: The CTL implements data collection, analysis, and evaluation systems

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.

S1.7 employ concepts, assumptions, and debates central to the process of inquiry in the study of physical activity and healthy lifestyles.

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

S1.9 support and encourage learner expression through movement.

S1.10 identify valid sources of information about health and physical education needs and interests.

2.0 Common Core: Growth and Development

A health/fitness teacher understands how individuals learn and develop and can provide opportunities that support their physical, cognitive, social, and emotional development.

S2.1 assess individual and group performance in order to design safe instruction that meets learner developmental needs in the physical, cognitive, social, and emotional domains.

S2.2 identify, select, and implement appropriate learning/practice opportunities based on expected progressions and related to ranges of individual variations and levels of readiness.

S2.3 stimulate learner reflection on prior knowledge, experiences, and skills and based on this reflection, encourage learners to assume responsibility for their own learning

4.0 Common Core: Management and Motivation

A health/fitness teacher uses 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.

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.

S4.2 use strategies to help learners demonstrate responsible personal and social behaviors that promote positive relationships and a productive environment.

S4.3 use strategies to promote mutual respect, support, safety, and cooperative participation.

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

S4.5 organize, allocate, and manage resources (time, space, equipment, activities, and teacher attention) to provide active and equitable learning experiences.

S4.6 use strategies to help learners become self-motivated in their learning.

5.0 Common Core: Communication

A health/fitness teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster inquiry, collaboration, and engagement in the learning environment.

S5.1 communicate in ways that demonstrate sensitivity to all learners.

- S5.2** communicate managerial and instructional information in a variety of ways (bulletin boards, music, task cards, posters, and video).
- S5.4** use computers and other technologies to communicate, network, and foster inquiry.
- S5.5** create an environment where students feel valued and supported.
- S5.6** demonstrate proficiency in communicating health/fitness information and needs.

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.

- S6.2** select, implement, and evaluate instructional strategies based on developmental levels, learning styles, and safety issues.
- S6.3** apply disciplinary and pedagogical knowledge in developing and implementing safe learning environments and experiences.
- S6.4** select and implement teaching resources and curriculum materials based on their comprehensiveness, accuracy, usefulness, and safety.
- S6.7** use demonstrations and explanations to link physical activity and health/fitness concepts to appropriate learning experiences.
- S6.8** select and utilize varied roles (model, assessor, monitor, facilitator) in the instructional process based on the content, purpose of instruction, and the needs of learners.
- S6.9** develop short and long term plans that are linked to learner needs and performance, instructional and program goals, and adapt them to ensure learner progress, motivation, and safety.
- S6.10** select and model instructional tasks that facilitate learning in the learning environment.
- S6.11** utilize and evaluate computerized and other technological sources of health-related and fitness information.
- S6.14** analyze learner characteristics, legal aspects, feasibility and other considerations influencing choices among methods.

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.

- S8.1** reflect upon and revise practice based on observation of learners' achievement of the health/fitness essential academic learning requirements, self-assessment, and problem solving strategies.

Objectives: Specific outcomes for students are:

1. To employ concepts, assumptions, and debates central to the process of inquiry in the study of physical activity.
2. To informally assess individual and group performance in order to design safe instruction that meets learner developmental needs in the physical, cognitive, social, and emotional domains.
3. To stimulate learner reflection on prior knowledge, experiences, and skills and based on this reflection encourage them to assume responsibility for their own learning.
4. To use appropriate strategies, services, and resources to meet special and diverse learning needs.
5. To identify appropriate and inappropriate teaching and student behaviors.
6. To become more comfortable and consistent in demonstrating effective teaching strategies in their teaching.
7. To use strategies to promote mutual respect, support, safety, and cooperative participation.

8. To use strategies to help learners become self-motivated in their learning.
9. To describe strategies to teach learners various behavioral change techniques.
10. To communicate in ways that demonstrates sensitivity to all learners.
11. To communicate managerial and instructional information in a variety of ways (bulletin boards, music, task cards, posters, and video).
12. To use computers as a reflective tool in teaching effectiveness.

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. Assignments will not be accepted beyond class time from those who miss class on the day in which the assignment is due. Late assignments will not be accepted except in extreme circumstances.
3. All assignments, which are to be turned in, must be TYPED except where otherwise noted. Not typing assignments will automatically result in a full grade deduction.
4. You will be expected to adhere to assignment-specific specifications when provided.

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. Additional assignments will be provided with ample description and time to complete them. A listing of the assignments is provided below.

- Assign 1 Peer lesson 1 for teaching and student analysis (including PED 1 teaching characteristics)
- Assign 2 Complete content development code
- Assign 3 Teacher behavior reliability
- Assign 4 Reflection based on **baseline teaching video (PED 1)**
- Assign 5 Student behavior reliability
- Assign 6 Time code peer lesson and reflection based on time code
- Assign 7 Reflect on difference between lessons 2 and 3
- Assign 8 Peer lesson using different teaching style
- Assign 9 Final teaching reflection
- Assign 9 Classroom management assignment

Written Quizzes: Quizzes will be administered without notice at the beginning of up to 5 classes. Students will receive 10 minutes or less to complete each quiz beginning at the start of class. 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 to the completion of lesson plans, instructional plans, brief

instructional opportunities, lengthy instructional opportunities, 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 your peers for teaching analysis, you will receive a 0 for your grade. This is NOT negotiable!!! Consider yourself warned!!!!***

Attendance: Students are **expected** to participate in all class sessions and in all evaluation activities. In the event of an absence, it is the student's responsibility to obtain the information and materials presented during the missed class. Because this is partly a "hands on" course, it is imperative that students attend these classes, which will train them for successful teaching in future experiences.

Grading: Grading for this course is described below:

Quizzes	20%
Teaching Skills Labs and reflections	30%
Assignments	30%
Final Exam	<u>20%</u>
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, lack of preparation prior to class 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), clothing, and other inappropriate behavior in class. Hats are not acceptable nor is any other clothing beyond the "Kit" as identified by Dr. Jefferies.

Grading Scale:

A	94-100	B+	88-89	C+	78-79	D+	68-69	E	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:

Assignments will **NOT** be accepted late, except in the case of an *extreme* emergency or a university excused absence. 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.