



KIN 3315 Principles of Teaching Physical Education

Course Description

Principles of Teaching Physical Education is designed to introduce teacher candidates to pedagogical skills identified in the Texas Examination of Educator Standards (TExES) necessary for directing the teaching/learning process. Teacher candidates will understand the knowledge, skills and attitudes for K-12 Physical Education presented in Texas Essential Knowledge and Skills (TEKS); practice teacher tasks involved in the planning and implementation of learning experiences; learn strategies for organizing, managing, and monitoring the learning environment; and experience the process of physical education curriculum development. 30 hours of field experience/observation required.

Prerequisite Course - KIN 2332 Motor Learning

Rationale

Principles of Teaching Physical Education will provide teacher candidates with an indepth overview of the TExES and TEKS which are the frameworks of the Texas teacher certification exams and content curricula in the public schools. This introduction will be the foundation on which subsequent classes build to increase teacher candidates' knowledge of and familiarity with pedagogical best practices in teaching physical education. The TEKS will be the basis for instilling in teacher candidates' a sense of accountability for making sure that students leave their physical education classes with the knowledge, skills and attitudes identified for a specific grade level.

COURSE OBJECTIVES - At the end of the course the student will:

Foundational Knowledge

1. understand the concepts and principles of the Direct Instruction Teaching Model.
2. identify and describe Texas Examinations of Educator Standards (TExES) Domain III competencies (teacher skills/tasks) necessary for (a) developing and implementing an effective learning experience and, (b) maintaining a productive learning environment.
3. articulate the knowledge, skills, and attitudes for each grade level (K-12) presented in the Physical Education Texas Essential Knowledge and Skills (TEKS).

Application

4. use appropriate terminology when discussing and/or reflecting on teaching skills/tasks.
5. describe and practice teacher tasks (before, during, and after learning experience) used in creating and implementing innovative learning experience plans (LEP) for peers using criteria presented in class and based on TExES and TEKS.
6. reflect on learning experience(s) implemented and make appropriate revisions to LEP to enhance student learning.
7. utilize technology to retrieve articles for review, teaching tips, suggestions for activities and classroom management related to teaching physical education.
8. establish and maintain membership in appropriate professional organizations (i.e., KIN Club, PESO, TAHPERD)

Integration

9. discuss and reflect on the role of TExES and Texas Essential Knowledge and Skills (TEKS - §116.22 - §116.56) in developing physical education curriculum and learning experiences that enhance student learning in the three learning domains (psychomotor, cognitive, and affective) for various grade levels and physical activities.

Human Dimension

10. reflect on personal proficiency in teaching skills/tasks identified in the TExES necessary for becoming a master teacher.
11. collaborate with peers in providing constructive feedback based on TExES after implementation of a learning experience.

Caring

12. advocate for quality daily K-12 physical education in the public schools.

Learning How to Learn

13. become a student of teaching (pedagogy).

COURSE MEETINGS

Course	Days & Time	Location
KIN 3315	M & W 1:30 – 2:50	Holliday Hall

INSTRUCTOR INFORMATION

INSTRUCTOR: Rockie Pederson, PhD
 OFFICE: CHS 504
 TELEPHONE: 747-7258
 EMAIL: rpederson@utep.edu
 OFFICE HOURS: TBA

REQUIRED TEXTS

Rink, J. (2005). Teaching physical education for learning (5th ed.). Boston, MA: WCB McGraw-Hill.

Magill, R. A. (1998). Motor learning: Concepts and applications. (5th ed.). Boston, MA: WCB McGraw-Hill.

OR

Schmidt, R.A., & Wrisberg, C.A. (2004). Motor learning and performance (3rd ed.). Champaign, IL: Human Kinetics.

SUGGESTED SUPPLEMENTAL TEXTS FOR YOUR PROFESSIONAL LIBRARY:

Charles, C. M. (1992). Building classroom discipline (5th ed.). White Plains, NY: Longman.

Graham, G. (2001). Teaching children physical education: Becoming a master teacher. Champaign, IL: Human Kinetics.

Hellison, D. R., & Templin, T. J. (1991). A reflective approach to teaching physical education. Champaign, IL: Human Kinetics.

Melograno, V. J. (1996). Designing the physical education curriculum (3rd ed.). Champaign, IL: Human Kinetics.

Mosston, M., & Ashworth, S. (1994). Teaching physical education (4th ed.). New York: Macmillan.

Silverman, S. J., & Ennis, C. D. (2003). Student learning in physical education: Applying research to enhance instruction (2nd ed.). Champaign, IL: Human Kinetics.

WEBSITES AND RESEARCH SOURCES

www.tea.state.tx.us/rules/tac/ch116.html

<http://www.texas.ets.org/texas/>

www.pecentral.com

www.teachervision.com

www.pa.org

www.aee.org

**EVALUATION OF STUDENTS
KIN 3315**

<u>Category</u>	<u>% of Grade</u>	<u>Points Possible</u>	<u>Points Made</u>
Professional behavior, attitude, and enthusiasm for the profession		PASS/FAIL	
Readiness Assessments Tests		(200)	
Individual RATs			
IRAT 1			_____
IRAT 2			_____
IRAT 3			_____
IRAT 4			_____
IRAT 5			_____
Team RATs			
TRAT 1	20		_____
TRAT 2			_____
TRAT 3			_____
TRAT 4			_____
TRAT 5			_____
Online Class Assignments		(410)	
1) Autobiography/Course Goal Statement		10	_____
2) Philosophy of Teaching and Learning		10	_____
3) Tickets To Class	42	10 X 10 = 100	_____
4) Reflective Learning Statements		14 X 10 = 140	_____
5) Article Reviews		5 X 20 = 100	_____
6) Final Reflective Learning Statement		50	_____
Course Portfolio		(100)	
• Contains			_____
✓ Autobiography			
✓ Course Goal(s) Statement	10		
✓ TTCs			
✓ Reflective Learning Statements			
✓ Article Reviews			
✓ Final Reflective Learning Statement			
Observation/Fieldwork		(100)	
• Document 30 hours of PE observation/ fieldwork	10	50	_____
• Paper summarizing observation/ fieldwork		50	_____
Teamwork Behavior Evaluation		(100)	
	10	100	_____
<i>Final Exam</i>		(77)	
<i>TExES Physical Education EC – 12 Qualifying Exam</i>	8	77	_____

Grades will be determined according to the following scale:

A = 888 – 987 points

B = 789 – 887 points

C = 691 – 788 points

NOTE: to pass the classes students **MUST attain a “C”** or better to ensure that they have achieved an acceptable level of performance to enter the teaching profession. Teaching is a complex art that cannot be mastered without competence in the necessary basic tools, skills, and knowledge offered in these courses.

A STUDENT CAN FAIL THE COURSE OR BE ASKED TO COMPLETE ADDITIONAL TASKS IN SUBSEQUENT SEMESTERS IF THE INSTRUCTOR DETERMINE THAT THE STUDENT LACKS PROFESSIONAL BEHAVIOR, THE KNOWLEDGE, SKILLS, ATTITUDE, OR ENTHUSIASM FOR THE PROFESSION.

SPECIFICATIONS OF LEARNING ACTIVITIES KIN 3315

Class Assignments. Class assignments criteria and standards will be provided in due time. All assignment products will be entered in the student's electronic portfolio. Class assignments include but are not limited to:

- **Autobiography/Course Goal Statement.** Your **autobiography** is your memoir, the story of your life. In this case, it should be the story of your professional life and interests in physical education, athletics, and/or physical fitness.
- **Philosophy of Teaching and Learning.** A philosophy is a composite of knowledge, attitudes, beliefs and values that forms the basis for a person's actions and provides central direction or purpose to his/her activities. A sound philosophy is the basis for a sound program and effective teaching. In essence, philosophy dictates what is taught, how it is taught, and how it is evaluated. A philosophy is the result of continuously changing knowledge, and experience.
- **Tickets To Class.** Various assignments to be completed before class and submitted on WebCT. A hard copy will need to be brought to class.
- **Reflective Learning Statements.** Journaling allows students to reflect upon their experiences and assignments and share their thoughts, feelings, impressions, perceptions, and attitudes about their performance, an event, an assignment, and other learning experiences. A journal serves as a means of describing a situation, reacting to that situation, reflecting upon your own and others actions, and using those reflections to learn, to grow, and to actively change behaviors. Journal entries are not viewed as right or wrong and may include positive and negative instances. Because journals reflect personal feelings, thoughts, and perceptions, they typically are not graded for content, but they are graded for depth of thought, deep learning, and the subsequent behavioral changes made by the student. The journal often reflects the path of learning a student followed in a class. All journal entries will be included in the student's personal portfolio and a rubric will be provided.
- **Article Reviews.** Articles selected by the student will be read, reviewed and posted in the appropriate WebCT discussion board. The article review includes an APA bibliography entry, statement of the problem/purpose of the article, summary of the article, and the student's personal reflection on the article and what s/he learned from it. A rubric will be provided.
- **Final Reflection.** The final reflection is a summary statement of the student's weekly reflections throughout the semester.
- **Public School Physical Education Class Observations.** KIN Students will observe public school students in physical education by shadowing a current Block II intern. Each student will:
 - 1) Summarize his/her observation experience by writing a paper about the experience using APA format and adhering to the rubric;
 - 2) Reflect on your observations and begin developing a new approach to physical education that engages the students more.

THE ROLE OF WEBCT

This semester we will use WebCT for submissions of assignments, reflections, and lesson plans. You will also post items on the Discussion Board when appropriate. Instructions will be given when needed.

Discussion Board (Group Work): You will be reading articles and discussing the readings with the participants on a discussion board. The discussion board is located in WebCT (<http://WebCT.utep.edu>).

Each week you will write at least 250 words or more in your discussion posting in response to guided questions that will be provided. You will also reply (at least 50 words each response) to the entry of at least one of your fellow participants each week. If a posting has two replies, you need to select a different posting to reply to.

The deadlines for postings are 1:00 PM on the assigned day.

*You can view the syllabus, assignments, discussion boards, and other supplemental material related to this course on WebCT. You can also send e-mails to your fellow classmates or to me through WebCT – **always remember to include an appropriate subject line to prevent your e-mail from going into the junk mail folder.** Please note that you cannot use the WebCT e-mail system to send e-mail to anyone outside the class OR to e-mail me at my UTEP e-mail address.*

You must get into the habit of checking WebCT at least once a day to make sure you do not miss any important announcements which will be posted on the homepage.

STUDENT RESPONSIBILITIES

1. Students are expected to attend and participate in all classes. Each student has 1 (one) excused absence for the entire semester. Once a student has used this excused absence, 50 points will be subtracted from his/her total points for each subsequent absence. Students are responsible for acquisition of material covered on days they were absent. Arrangements must be made with the instructor *prior* to an absence.
2. All assignments, reports, and other related coursework are to be turned in **at the beginning of the class period on the due date.** **NOTHING** will be accepted beyond the due date without prior approval of the instructor.
3. **Read chapters ahead of time** and have your assignments completed so you can ask and answer questions in class, complete quizzes successfully, and be involved in discussions/ assignments.
4. Expect to spend 6-9 hours per week **outside of class** on *each* course.

TEACHER RESPONSIBILITIES

1. I will provide you clear instructions on class expectations and any performance gauging (in-class team work, in-class discussions, short papers, team work, presentations, any other homework).
2. I will foster learning and engagement. If at any time you feel that you are lost you have the right to contact me via e-mail or discussion board (I would prefer a discussion board so we can share the conversation for everyone) and ask me to go over material if need be or be more explanatory with my lecture.
3. I will check my e-mail at least three times a day during working hours and will answer back to you within 12 hours as long as you have followed the guidelines for e-mailing me.
4. I will return phone calls related to class activities in a timely manner.
5. I will provide feedback on your performance gauging activities in a timely manner.
6. I will keep you informed about your progress in the class at all times, and will make time to discuss your needs.
7. I will leave myself open to suggestions about improvement of the class and class related activities.
8. I will do all I can to ensure your learning and success in this class.

SCHOLASTIC HONESTY AND DISCIPLINE

Students are encouraged to study together and to share their knowledge freely during the learning process, as well as cooperate to the best of their ability on group projects. However, during exams and quizzes no assistance from other students or outside sources is allowed (materials such as books and notes may not be used unless otherwise indicated by the instructor). Students should handle their answer sheets discretely by keeping them out of easy view of others. Students may discuss individual written assignments (i.e. lab reports, article reviews, etc.) but these assignments must be the student's own work. "Scholastic dishonesty--which includes the attempt of any student to present the work of another as his or her own, or any work which s(he) has not honestly performed, or attempting to pass any examination by improper means--is a serious offense and will subject the student to disciplinary action. The aiding and abetting of a student in any dishonesty is held to be an equally serious offense. All alleged acts of scholastic dishonesty will be reported to the Dean of Students for disposition. It is the Dean of Students' responsibility to investigate each allegation, dismiss the allegation, or proceed with disciplinary action in a manner that provides the accused student his or her rights of due process.

PROFESSIONAL CONDUCT

During this course you will be expected to deal with your subject area, your colleagues, and yourself as a professional. Approach learning with offensive strategies rather than with defense and evasion. Demonstrate pride in your chosen profession through both your actions and your attitude. This includes being on time for class and coming to class prepared. **Attendance is required. Contact the instructor if you are going to miss a class.**

LEARNING DISABILITIES

The Kinesiology Program seeks to provide reasonable accommodations for all qualified individuals with disabilities with respect to equal educational opportunities. It is the student's responsibility to present proper documentation to the faculty member in a timely manner in order to arrange for appropriate accommodations.

