



KIN 3315 Principles of Teaching Physical Education

"Preparing the Foundation for Effective Teaching"

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) and the National Physical Education Standards; 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**, as per State Board of Education law for all teacher preparation programs in the state of Texas.

Prerequisite Course - KIN 2332 Motor Learning

Rationale

Principles of Teaching Physical Education will provide teacher candidates with an in depth overview of the TExES and TEKS which are the frameworks of the Texas teacher certification exams and content curricula in the public schools. In addition to the TExES and TEKS, students will be introduced to the national physical education standards and their role in quality lesson plans, and unit and curriculum construction. 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 and the National Standards 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).
4. Articulate the Physical Education National Standards and their application in developing quality physical education lessons.

Application

5. Use appropriate terminology when discussing and/or reflecting on teaching skills/tasks.
6. 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, TEKS, and National Standards.
7. Reflect on learning experience(s) implemented and make appropriate revisions to LEP to enhance student learning.
 8. Utilize technology to retrieve articles for review, teaching tips, suggestions for activities and classroom management related to teaching physical education.
 9. Establish, maintain, and become aware of membership opportunities in appropriate professional organizations and group list serves (i.e., KIN Club, TAHPERD, Action for Healthy Kids, TEA Physical Education, NASPE Teacher Tool Box, etc.)

Integration

10. Discuss and reflect on the role of TExES, the Texas Essential Knowledge and Skills (TEKS - §116.22 - §116.56), and the National Standards 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

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

Caring

13. Advocate for **quality** daily K-12 physical education in the public schools.

Learning How to Learn

14. Become a student of teaching (pedagogy).

COURSE MEETINGS

Course	Days & Time	Location
KIN 3315	TR 9:00 - 10:20	Holliday Hall

INSTRUCTOR INFORMATION

INSTRUCTOR: Ana L. Cisneros, MS
OFFICE: CHS 441
TELEPHONE: 747-7266
EMAIL: alcisneros@utep.edu ***USE THIS EMAIL ADDRESS ALWAYS***
OFFICE HOURS: M/W from 2 – 3:30 or by appointment

REQUIRED TEXTS

*Rink, J. (2005). Teaching physical education for learning (7th ed.). Boston, MA: WCB McGraw-Hill.

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

<http://tea.texas.gov/index2.aspx?id=6148>

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

www.pecentral.com

www.teachervision.com

www.pa.org

www.aee.org

<http://www.dshs.state.tx.us> (search school health)

www.actionforhealthykids.org

<http://www.usda.gov> (choose USDA For Kids)

<http://www.cdc.gov/HealthyYouth/index.htm>

<http://www.tea.state.tx.us> (A-Z index, Health & Safety, Health & Physical Education)

<http://www.shapeamerica.org> (search NASPE)

www.tahperd.org



Semester Thought:

**“Whatever you can do, or dream, you can begin it.
Boldness has genius, power, and magic in it.”**

-W.H. Murray

TENTATIVE EVALUATION OF STUDENTS**KIN 3315**

Category	% of Grade	Points Possible 1300	Points Made
Professional Behavior I: attitude, energy, responsibility, contributions to daily class activities, tardies, cell phones during class, and enthusiasm for the profession (5 points will be deducted each infraction)at a time for each infraction) Professional behavior II: attendance 0 absences=120 1-absence=100 2 absences=90 3 or more – 30 points each	15%	200 PB I: 100 PB II: 100	_____ _____ _____
Readiness Assessments Tests (8 chapters) IRAT 1/TRAT 1; Chapters 1 and 2 IRAT 2; Chapters 3 and 4 IRAT 3/TRAT 2; Chapters 5 and 6 IRAT 4; Chapter 7 IRAT 5/TRAT 3; Chapter 10 Be prepared for additional short answer Q's	14%	180 20/20 40 20/20 20 20/20	_____ _____ _____ _____ _____
Class Assignments 1) Autobiography/Course Goal Statement 2) Philosophy of Teaching and Learning 3) Teacher Defined 4) Teacher Standards Project 5) Article Reviews 6) Old PE vs. New PE 7) Teaching Session (Lesson plan/ Lesson teach) 8) Class Notes 9) Interview - Student Teacher 10) Curriculum Planning Project (Unit Plan) 11) 30 Hours Observation Assignment: Log/Observations/Reflection 12)THEA Tests Completion/Pass REQUIRED 13) Final Exam	68%	890 20 50 20 100 2X25 20 2x100=200 20 30 100 150 (50x3) 30 100	_____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____
PETE Interactive Student Notebook <i>The ISN acts as the holding cell for all work completed in the course. ISN collections will take place every THIRD Thursday as noted on the calendar. All course work will be graded.</i> <i>The ISN itself will be graded for organization, proper recording of assignments the table of contents and assignment pages, and neatness.</i>	2%	30 2x15 checks	_____ _____
PETE Bonuses 1.Pass either or both qualifying exams before the semester ends 2.KIDS FISH DAY Service October 2019 3.COE application filled and processed	15 per Exam 20 25		_____ _____ _____

Grades will be determined according to the following scale: (1290 possible points)

A = 1170-1300 B =1169-1040 C =910-1039 D =780 - 909 F = 779 and below

NOTE: All Kinesiology/ALED students must maintain a **2.75 Major GPA** 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. It is up to each individual to track their Kinesiology GPA.

THE COLLEGE OF EDUCATION HAS IMPLEMENTED NEW REQUIREMENTS FOR ENTRANCE:

- 1. ALL STUDENTS MUST TAKE THE READING (230), WRITING (220) AND MATH (230) THEA TESTS BEFORE APPLYING TO COE.**
- 2. STUDENTS MUST HAVE A GPA OF 2.75**

3. **STUDENT MUST PASS QUALIFYING CONTENT EXAM**
4. **STUDENTS MUST MEET ALL OTHER REQUIREMENTS AS INDICATED ON COE APPLICATION**

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

*****FINAL DAY TO DROP CLASSES FOR Spring 2019 is April 5, 2019. IT IS THE STUDENTS RESPONSIBILITY TO DROP THIS COURSE BY THE DROP DEADLINE.***

*****Kinesiology Advisor Mania Days**:* Friday, March 15th and Friday, April 5^d from 7:30 AM-4:30 PM. All KIN majors must attend one Advisormanía Day in order to obtain course approvals and advising holds removed.**

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 portfolio. Class assignments include but are not limited to:

- **Autobiography.** 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.
- **Additional Assignments.** Various assignments to be completed before and during will be submitted on Blackboard and/or a hard copy will need to be turned in at the beginning of class.
- **Article Reviews.** Articles selected by the student will be read, reviewed and posted in the appropriate Blackboard assignment area. 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. You must go beyond the surface when reflecting on the article, what does it mean to you, what will your actions be, make connections to the future.
- **Final Reflection.** The final reflection is a summary statement of the student's weekly reflections throughout the semester.

THE ROLE OF Blackboard

This semester we will use Blackboard for submissions of assignments, reflections, and lesson plans as announced.

STUDENT RESPONSIBILITIES

Attendance/Tardy Policy: Students are expected to attend and participate in all classes. See evaluation page for course attendance evaluation details. Students are responsible for acquisition of material covered on days they were absent. Arrangements must be made with the instructor **prior** to an absence. Attendance is taken at the beginning of class. ***Students who are tardy will have points subtracted from their Professional Behavior grade. If you acquire 4 or more absences you will be dropped from this course.***

1. 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.
2. **Read chapters ahead of time** and have your assignments completed so you can ask and

- respond to questions in class, complete quizzes successfully, and be involved in discussions/ assignments.
3. Expect to spend 6-9 hours per week **outside of class** on *each* course.
 4. **Cell phones should not be seen or heard during class.**

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, and 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 the lecture.
3. I will check my e-mail and phone messages at least once 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. This includes being available at Holliday Hall prior to or after scheduled class time at your request. This is available to you in addition to the scheduled office hours.
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. Refer to Attendance Policy.**

CENTER FOR ACCOMODATIONS AND SUPPORT SERVICES (915-747-5148)

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.

