



KIN 3315 Principles of Teaching & Leadership in 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 3332 Motor Behavior

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 to 10:20am	Holliday Hall, Blackboard

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 10:30 to 12 or by email

REQUIRED TEXTS

*Rink, J. (2019). Teaching physical education for learning (8th 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.org

www.peuniverse.com

www.teachervision.com

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

<u>Category</u>	<u>% of Grade</u>	<u>Points Possible</u> 820	<u>Points Made</u>
Professional behavior: attendance, attitude, energy, responsibility, contributions to daily class activities, tardies, cell phones during class, and enthusiasm for the profession (10 points will be deducted each infraction) at a time for each infraction) 0 absences=120 1-absence=100 2 absences=90 3 or more – 30 points each	12%	100 PB I: 100	_____ _____ _____
Readiness Assessments Tests (8 chapters) Quiz 1; Chapters 1 and 2 Quiz 2; Chapters 3 and 4 Quiz 3; Chapters 5 and 6 Quiz 4; Chapter 7 Quiz 5; Chapter 10	12%	100 20 20 20 20 20	_____ _____ _____ _____ _____
Class Assignments 1) Autobiography/Course Goal Statement 2) Chapter Notes 3) Philosophy of Teaching and Learning 4) Team Teaching Sessions (3) 5) Short Lesson Plan (3) 6) Unit Plan Project 7) Observation Hours (10 Total) 8) ISN Check (2) 9) Final Reflective Statement 10) Final Exam	76%	720 20 40 50 20 x 3 = 60 20 x 3 = 60 100 100 20 x 2= 40 50 100	_____ _____ _____ _____ _____ _____ _____ _____ _____ _____
PETE Bonus Points *Must be done within current semester 1. Completing CRFs (for completing all CRFs) 3. COE application filled and processed (Last day to turn in is the last day of class)	15 25		_____ _____ _____

Grades will be determined according to the following scale: (1000 possible points)

A = 738 - 820 B = 656 - 737 C = 574 - 655 D = 492 - 573 F = Below 492

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. STUDENTS MUST HAVE A GPA OF 2.75**
- 2. STUDENT MUST PASS A DIAGNOSTIC EXAM**
- 3. 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 FALL 2024 is NOVEMBER 1, 2024.**

**** IT IS THE STUDENTS RESPONSIBILITY TO DROP THIS COURSE BY THE DROP DEADLINE.**

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.
- **Final Reflection.** The final reflection is a summary statement of the student's reflections throughout the semester.

THE ROLE OF Blackboard

This semester we will use Blackboard for submissions of assignments, reflections, and lesson plans as announced. Grades will be visible throughout the semester on blackboard. If students need help with blackboard, visit their virtual office during office hours M-F, 8 to 5pm online through blackboard. Blackboard provides 24/7 support at 747-HELP or through email helpdesk@utep.edu.

STUDENT RESPONSIBILITIES

Attendance/Tardy Policy: Students are expected to attend and participate in all classes.

Attendance is required and students must be on time for. In case of meetings online, the instructor needs to be able to see you and hear you in order to be counted present. Please make sure the instructor will recognize your name when logging into zoom meetings. Names not recognized will not be accepted into meeting. Depending on how El Paso as a city is handling the pandemic please be prepared/aware that UTEP could shut down at any time and the course will switch to 100% online.

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. Once you are absent 2 times, I will attempt to contact you. If there is no communication after the 2 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.***
5. ***No pictures or recording is permitted in this 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, 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.

COVID-19 PRECAUTIONS

Please stay home if you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodations. If you have tested positive for COVID-19, you are encouraged to report your results to covidaction@utep.edu, so that the Dean of Students Office can provide you with support and help with communication with your professors. The Student Health Center is equipped to provide COVID 19 testing.

The Center for Disease Control and Prevention recommends that people in areas of substantial or high COVID-19 transmission wear face masks when indoors in groups of people. The best way that Miners can take care of Miners is to get the vaccine. If you still need the vaccine, it is widely available in the El Paso area, and will be available at no charge on campus during the first week of classes. For more information about the current rates, testing, and vaccinations, please visit epstrong.org

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.

