**KIN 324**

**Elementary Methods of Physical Education**

**2018, Block 4**

**Instructor**: Colin G. Pennington, Ph.D. **Office Phone**: 4267

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**Office Hours:** I am always available to meet before and after class. You may feel free to drop by my office or email any time to see if I am available.

**Class Room Location:** Richard & Norma Small Multi-Sport Center, 15

**Class Schedule:**

Week 1:

M-TH: Sport Center, 15 (9 – 11am \_ 1 – 3 pm)

F: Placement (8 am – 3 pm)

Week 2:

M-TH: In the schools (8 – 11 am) - Sport Center, 15 (1 – 3 pm)

F: Placement (8 am – 3 pm)

Week 3:

M-TH: In the schools (8 – 11 am) - Sport Center, 15 (1 – 3 pm)

F: Placement (8 am – 3 pm)

Week 4:

M-W: Sport Center, 15 (9 am – 12 pm)

Total practicum hours = 41 (40 hours required)

**Required Textbook:**

Graham, G., Holt-Hale, S. A., & Parker, M. (2012). 9th edition. *Children moving: A reflective approach to teaching physical education with movement analysis wheel*. New York, NY: McGraw-Hill.

**Recommended Resources:**

Metzler, M. (2011). *Instructional Models for Physical Education* (3rd ed.). Scottsdale, AZ: Holcomb Hathaway, Publishers.

[**http://wps.pearsoned.com/bc\_pangrazi\_physed\_17/213/54749/14015993.cw/index.html**](http://wps.pearsoned.com/bc_pangrazi_physed_17/213/54749/14015993.cw/index.html)**:** cpennington5448 Grant54481

[www.shapeamerica.org](http://www.shapeamerica.org)

[www.pecentral.org](http://www.pecentral.org)

**Course Introduction:** Quality physical education programs for children have never been more important than they are today. Unfortunately, at a time of growing obesity in children and adults as well as increasing expectations to meet educational standards many schools have chosen to allot less time to physical education in favor of more “academic” learning. However, current research indicates a strong relationship between quality instruction in physical education and strong cognitive development, control of obesity, improved lifelong health habits, and improvement of movement skills foundation for future refinement of sports and lifetime recreation skills. This course will provide the student with an overview of the goals and contributions of physical education to elementary students. It will also give students opportunities to identify and practice the application of appropriate teaching methods/materials to be used by Physical Education specialists.

**Student Outcomes:** Successful completion of KIN 324 will enable students, through observation and assisting in elementary physical education classes, follow up class discussions, examinations and assignments to demonstrate:

1. Comprehension of the critical role played by physical education in the total elementary school curriculum, citing specific and unique contributions that physical education makes to a children’ s total education .

*(INTASC #1) (Cornell: Knowledge)*

1. Understanding of the growth and development of the child in the areas of skeletal growth, muscular development and motor development and implications for design of learning activities in physical education. *(INTASC #1,2,3) (Cornell: Knowledge, Inquiry)*
2. Knowledge of developmentally appropriate physical education content and it's implication for designing physical education curriculum and learning experiences by developing lessons and units of instruction. *(INTASC #1,2,3,5) (Cornell: Knowledge, Inquiry)*
3. Understanding of the developmental progression of basis skill themes and fitness concepts to include: locomotor, non-locomotor, manipulative skills, lead-up and modified games, and activities cues. (INTASC #4) *(Cornell: Knowledge)*
4. Understanding of motor learning principles as applied to learning and design of learning experiences for the elementary education student. *(INTASC # 4, 5) (Cornell: Knowledge)*
5. Knowledge of assessment tools and applications that enhance learning in physical education. *(INTASC #8) (Cornell: Knowledge)*
6. Ability to utilize computer technology to select and create meaningful teaching and learning experiences. (INTASC #7,8) (Cornell: Knowledge)
7. Successful completion of practicum experience. (INTASC #5,6,7,8) (Cornell: Knowledge, Vocation)

**COURSE POLICIES**

**Accommodations**: If you have a documented learning disability and will need any accommodations for this class, speak with the instructor and request specific accommodations no later than the 3rd day of the course. For more information about disability services and student responsibility consult the Cornell web sites: http://www.cornellcollege.edu/student\_affairs/compass/2006academicpolicies.shtml

**Academic Integrity**: Cornell College expects all members of the Cornell community to act with academic integrity. An important aspect of academic integrity is respecting the work of others. A student is expected to explicitly acknowledge ideas, claims, observations, or data of others, unless generally known. When a piece of work is submitted for credit, a student is asserting that the submission is her or his own work unless there is a citation of a specific source. If appropriate acknowledgment of sources is missing, whether intended or not, this may constitute a violation of the College's requirement for honesty in academic work and may be treated as a case of academic dishonesty. The procedures regarding how the College deals with cases of academic dishonesty appear in The Compass, our student handbook, under the heading ``Honesty in Academic Work.''

**Practicum Attendance:** Daily attendance is expected. Each night check the weather forecast on the web or TV. On days that bad weather may come, be prepared to get up and leave early in case schools are NOT cancelled. If you are ill or absolutely not able to get to your practicum, you MUST contact your practicum teacher and the instructor immediately! Missing or being late for a practicum assignment will not be tolerated and will jeopardize your grade and continuation in this course. For each class missed due to an unexcused absence, the final grade will be reduced by 10 points.

**Class Attendance:** Daily attendance is expected. For each class missed due to an unexcused absence, the final grade will be reduced by 5 points. Students are expected to be on time. You are a teacher now.

Class Etiquette:

1. Class begins on time. Students are expected to arrive in a timely fashion in order to begin active class participation on time.
2. All students are expected to arrive at class with assignments fully completed and to enter into all class discussions in large or small groups.
3. All class members are to be treated with respect. Everyone will listen respectfully to other ideas, questions and opinions.
4. Please do not carry on private conversations while another student or the instructor is speaking.
5. Every member of a group is responsible for soliciting and supporting the involvements of other students.
6. Clothing with any sexual inference, alcohol advertisement or that is offensive to others is not allowed.
7. At no time will swearing, profanity, off color or disparaging jokes or remarks be allowed.
8. All cell phones and pagers are to be turned off and put away before the start of class.
9. Keep your appearance clean and professional at your elementary school. Take direction from your mentor teacher. Present yourself in a manner that you would be happy to see the superintendent or a child’s parent walk through the door.

**Late work:**

All observation homework is due the next day we meet. This homework can be done in longhand. All work is due at the beginning of class on the due date whether or not you are present. Late work will not be accepted.

**Assignments and Assessment:**

**Chalk & Wire:**

1. (1) **Teaching philosophy**– 15 points
2. (1) **Microteaching (Teaching Assignment 2 with self-evaluation**)– 20 points
3. (1) **Unit Plan**(INTASC #1,2,3,4,6,8; ITS 1,2,3,4,5) – 28 points
4. (1) **Practicum Evaluation**– 30 points
5. (3) **Unit Lesson Plans (within the Unit plan)**: (INTASC #1,7,8; ITS 2,3,5) – 3x10 points (30 points total)
6. (3) **Observation Assignments**: – 3x12 points (36 points total)
7. (3) **Hall of Shame reactions**: – 3x5 points (15 points total)
8. (4) **In-class Mini teaching sessions**: (INTASC # 1,4,7; ITS 2,3,4) – 5 points each (20 points total)
9. (1)**Teaching assignment 1 with self-evaluation:** (INTASC # 1,4,7; ITS 2,3,4) – 20 points
10. (11) **Critical Reflective Journal entries**: (INTASC # 1,2,5,6; ITS 1,2,4,6) – 11x4 points (44 points total)

10. (3) **Web Site Reviews**: (INTASC # 1; ITS 2) – 3x9 points (27 points total)

11. (1) **mentor teacher evaluation**: 5 points

12. **Class participation**: -5 or -10 pts per unexcused absence (INTASC #1,6; ITS 2)

Grading scale: (total all points earned and divide by 290 total points)

A = 100-96% A- = 95-90%

B+ = 89-86% B = 85-83% B- = 82-80%

C+ = 79-76% C = 75-73% C- = 72-70%

D+ = 69-66% D- = 62-60%

**Curriculum philosophy paper**: Students will write a paper describing their personal philosophy regarding the teaching of physical education in elementary schools. Paper will be at least 2 double-spaced pages.

**Hall of Shame Reflection Papers**: Each student will read the three Hall of Shame articles and answer the following questions in their reaction: a) Summarize the three articles; b) What surprised you; c) Who should be responsible for that; and d) Predictions for the future. The questions and answers must be typed with 12-pt. Times New Roman font and double spaced in Microsoft Word.

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|  | **MON** | **TUES** | **WED** | **THURS** | **FRI** |
| 26 *SC (9-11, 1-3)*  Course Overview; Practicum Placements  **Ch 1 Intro to ES PE**  **Kovar What is PE**  **Ch 2 Creating an Inclusive Environment**  **--------------------------------------------------**  **Standard-based teaching**  **Domains of Learning**  **HW: Contact Practicum teacher; Hall of Shame 1** | 27  *SC (9-11) SC (1-3)*  **Contact Practicum Teacher**  **Hall of Shame 1 reaction due**  **Skill Themes, movement, national standards**  **Hastie motor skills**  **Rovengno-Using Movement Concepts as Themes**  **Hastie locomotor and non**  ---------------------------------------------------  **Colin: Pacman Tag/Balancing Act**  **HW: Hall of Shame 2;**  **Teach a 5 min loco/non-loco skill in a Style** | 28  *SC (9-11) SC (1-3)*  **Hall of Shame 2 reaction due**  Rovengno**- Catching, Passing, Kicking, Receiving**  ----------------------------------------------------  **Mini Teach 1: 5 min *locomotor* and 5 min *non-locomotor* skill in a *Style***  **HW: Hall of Shame 3**  **Teach 10 min Catching, Passing, Kicking, Receiving in a Style** | 29  *SC (9-11) SC (1-3)*  **Hall of Shame 3 reaction due**  **Rovengno-Assessment**  **Rovengno- Planning**  --------------------------------------------------  **Mini Teach 2: 10 min Catching, Passing, Kicking, Receiving in a *Style*** | 30  *Placement*  *(8-3)* **Observation 1; 2** | 1 | 2 |
| 3 *Placement (8-11), SC (1-3)*  **Observation 1 & 2 due**  **Strat. for teaching games**  **Hastie Manipulative**  **Rovengno**-**Designing and Modifying Games**  **Rovengno-Dribbling w/ hands, feet, hockey**  **HW: prepare for Teaching Assignment 1** | | 4 *Placement (8-11), SC (1-3)* **Observation 3**  **Teach Assignment 1 w/ self-evaluation**  **HW**: **Teaching Self-Evaluation 1**  **Prepare a 10 min game** | 5 *Placement (8-11), SC (1-3)*  **Observation 3 due**  **Teaching 1 Self-evaluation due**  **Mini Teach 3: any 10 min Game**  **HW: TPSR/CV readings; 3 questions** | 6 *Placement (8-11), SC (1-3)*  **TPSR Readings due**  **Tori Skype (1:10-2pm)** | 7  *Placement (8-3)* | 8 | 9 |
| 10 *Placement (8-11), SC (1-3)*  **FINGERPRINTING** IN AM  **Reflective Journal due (6 entries)**  **Rovengno-Managing Behavior**  Intro to Health and Fitness  **HW: prepare for Teaching Assignment 2** | | 11 *Placement (8-11), SC (1-3)*  **Teach Assignment 2 w/ self-evaluation - “Microteaching” Chalk & Wire (real kids)**  **HW: Teaching Self-Evaluation 2**  **prepare a 10 min HRF lesson** | 12 *Placement (8 -11), SC (1-3)*  **Teaching 2 Self-evaluation due**  **Mini Teach 4: 10 min HRF lesson** | 13 *Placement (8-11),* ***NO CORNELL***  **Unit Plan due- Chalk & Wire** | 14  *Placement*  *(8-3)*  **LAST DAY for** **Mentor Teacher Assessment** | 15 | 16 |
| 17  *SC (9-12)*  **Practicum Evaluation due- Chalk & Wire**  **KIN 324 Course evaluation**  **Mentor Teacher Assessment Due** | | 18  *SC (9-12)*  **Reflective Journal due (5 entries)**  **3 Web Site Reviews Due** | 19  *SC (9-12)*  **Teaching philosophy due- Chalk & Wire** | 20 | 21 | 22 | 23 |

**\*Subject to change**

**Humanistic Dispositions**

Being a teacher entails more than simply knowing your subject matter and knowing pedagogical methods. It involves exhibiting and embracing a range of appropriate emotional and intellectual dispositions. Consequently, as part of your education at Cornell, you will be expected to cultivate the following Humanistic Dispositions: *Professionalism, Collaboration, Commitment to Learning, Reflection and Adaptability, Self-direction, Facilitation of Challenging Learning Environments,* and *Learner Advocacy*

Your academic work should offer opportunities for you to practice and develop these dispositions. It is crucial that Cornell graduates who become teachers hold these dispositions articulated in the Dispositions document, which connects to the following Educational Priorities and Outcome: ethical behavior (www.cornellcollege.edu/education/teacher-education-specifics/dispositions-policy-and-dispositions-evaluation.shtml.

Your education professors will evaluate your dispositions as you proceed through the education program. Upon conclusion of each methods course, you will be formally assessed and provided feedback to regarding your progress in these areas. Failure to conduct yourself in a professional and ethical manner will be documented and may be grounds for removal from the Teacher Education program. A detailed copy of the Education Department’s dispositions on which you will be evaluated is available on the Education Department’s website

**Cornell College Dispositions of Preservice Teacher – Evaluation Instrument**

Students (applying and admitted) to the Teacher Education Program will be evaluated on the dispositions listed below.

1. Behaviors and dispositions that do not meet the expectations as evaluated by the Education Department faculty, staff, and other interested parties will be documented.

2. Students with a pattern of behaviors and dispositions that are not in line with those listed below will meet with the Chair of the Education Department to develop a plan of action (contract).

3. If contract is not satisfactorily met within the agreed upon time frame, the student may be subject to removal from the program or not recommended for licensure, as deemed appropriate by the Chair and Education Department members.

4. Due Process - Student may appeal by following the procedures outlined below:

a. Write a letter to the Chair outlining objections within five days of notification.

b. The student’s letter will be transmitted to the Education Department faculty for review, discussion, and a final decision. The student may be present for the review.

c. If students want to appeal the decision further they may request a formal hearing with the opportunity to be heard by the Education Department.

5. Sources of assessment: observable behaviors (in class, on campus, within public/private schools, and in public); written correspondence (emails, etc.), and oral communication. These will be documented on the Dispositions Assessment Report (DAR) and revisited by Education Department members during each assessment period outlined in the report.

**HUMANISTIC DISPOSITIONS**

Professionalism:

* Demonstrate professional and ethical conduct with supervisors, students, parents, colleagues, and community.
* Demonstrate a pattern of professional behavior such as promptness, task completion, maintenance of confidentiality, and honesty.
* Consistently honor the needs and best interests of learners.
* Exhibit poise and reflection in difficult situations, enduring stress, and maintaining stability in the face of challenges.

Collaboration:

* Develop collaborative relationships that enhance the learning and teaching experience.
* Consistently interact with others in ways that communicate professionalism.
* Show appropriate regard for the needs, ideas, and experiences of others by engaging in open dialogue and effective action to accomplish goals as part of a larger group.
* Develop positive and collaborative relationships with students, administrators, parents, peers, and other members in the community.
* Accept personal responsibility for achieving goals.
* Instill democratic ideals and practices within the classroom and in the community.

Commitment to Learning:

* Demonstrate commitment to professional and intellectual development.
* Take advantage of learning opportunities.
* Demonstrate enthusiasm, commitment, and optimism for the learning and teaching process.
* Generate questions and actively engage in an intellectual and participatory manner with others.

Reflection and Adaptability:

* Adjust to new circumstances and demonstrate flexibility in the face of new realities.
* Exhibit an open-minded and reflective attitude when receiving feedback from others.
* Exhibit awareness of and engagement in human interactions both inside and outside the classroom, being able to adapt, adjust, and modify practices to meet the needs of self and students.
* Use reflection to generate potential improvements and apply outcomes of reflection to future interactions.
* Act to reduce personal biases while evaluating the effectiveness of instruction and behavior in terms of the larger goals of education.

Self-Direction:

* Actively demonstrate ability to differentiate methods and materials in teaching.
* Actively demonstrate initiative in the pursuit of deepening one’s own learning.
* Exhibit a willingness to pursue solutions to problems or questions by gathering relevant data.
* Demonstrate self-direction and confidence, consistently performing above minimum requirements, and seeking creative and expressive avenues for student, self and others.
* Consistently use available resources in the pursuit of academic and professional goals, while visualizing and implementing novel ideas and practices in the field of education.

Facilitation of Challenging Learning Environments:

* Use and model effective communication skills, thinking skills, and creative expression.
* Consistently model appreciation for all people while providing opportunities for student to hear, consider, and discuss varying viewpoints.
* Incorporate practices in teaching that reflect appropriate voice, tone, posture, verbal, and non-verbal communication.
* Challenge learners to think creatively about content and facilitate the extension of learning experiences beyond expectations.
* Demonstrate intellectual engagement with material and colleagues while nurturing high expectations in self, students, and others.

Learner Advocacy:

* Appreciation for diversity of thought, background, experience, and abilities in an interdependent, global society.
* Interact with learners in ways that consider individual differences and life experiences as assets.
* The written work, material selection, activity design, and other expressions reflects an appreciation for culturally, linguistically, and socially diverse learners.
* Promote awareness, understanding, and appreciation for diversity in students and families both within and outside the classroom environment.

**Humanistic Dispositions Assessment Report**

**Unmet (1**) = Does not meet the criteria for the disposition.  Contract required to proceed.

Met with Conditions (2) = Improvement necessary upon next dispositions assessment to proceed without contract.

**Met (3)** = Disposition met with approval to proceed.

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Certification Area: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Dispositions** | **Pre-Admission to TEP**  (as needed) | **KIN 324** | **KIN 331** | **Other**  (as needed) | **Student Teaching**  (Mid-term Evaluation) |
| Professionalism |  |  |  |  |  |
| Collaboration |  |  |  |  |  |
| Commitment to Learning |  |  |  |  |  |
| Reflection and Adaptability |  |  |  |  |  |
| Self-Direction |  |  |  |  |  |
| Respect of Learning Environments |  |  |  |  |  |
| Learner Advocacy |  |  |  |  |  |

Comments:                                          Date/Initials