

**Pedagogical Skills, Strategies and Management in Physical Education and  
Movement for Children**

***KINESIOLOGY 3550***

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**Blackboard:** <https://learn.unt.edu/webapps/portal/frameset.jsp>

**CLASS MEETS:** TR – 11:00 – 12:20 002  
TR – 12:20 - 1:50 003  
**Office Hours:** Monday – 12 – 2; TR 3:00 – 4:30. By appt. preferred please.

**Text:** Weiller-Abels, K. & Bridges, J. (2010). Teaching movement education: Foundation for active lifestyles

Bridges, J. & Weiller-Abels, K. (2010). Movement Education Framework Field Guide. *(note: This is a class handout).*

**Movement Education Language Card Set. Sportime/School Specialty. You may order both the book and the card set from Sportime/School Specialty:**

[http://catalogs.schoolspecialty.com/3747\\_SSI\\_S113/full.asp?page=12](http://catalogs.schoolspecialty.com/3747_SSI_S113/full.asp?page=12)

Put in the promo code: 081Kinetikids

There will not be a shipping charge if you put in promo code.

[www.kinetikidz.com](http://www.kinetikidz.com) *(see website for English and Spanish copy of the Field Guide. I will hand out an English version in class).*

**Texas Physical Education Curriculum Information TEKS:**  
Physical education standards for children grades k-6 in Texas are chapter 116:  
<http://ritter.tea.state.tx.us/rules/tac/chapter116/index.html>

**TK20: (KINE majors only)**

This course requires ONE assignment will be uploaded and assessed in the UNT Tk20 Assessment System. This will require the one-time purchase of Tk20. Student subscriptions will be effective for seven years from the date of purchase. Key assignments must be uploaded into the Tk20 system for instructors to assess. *The assignment is for all students in this class. All students will turn in a hard copy of the assignment. KINE majors ONLY will turn in the assignment ALSO into TK20.* Please go to the following link for directions on how to purchase Tk20. Announcements regarding Tk20 will also be posted on this website. <http://www.coe.unt.edu/tk20>

**SETE:**

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

**ADA**

*The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Office of Disability Accommodation website at <http://www.unt.edu/oda>. You may also contact them by phone at 940.565.4323.*

**Academic Integrity**

Academic Integrity is defined in the UNT Policy on Student Standards for Academic Integrity. Any suspected case of Academic Dishonesty will be handled in accordance with the University Policy and procedures. Possible academic penalties range from a verbal or written admonition to a grade of "F" in the course. Further sanctions may apply to incidents involving major violations. You will find the policy and procedures at: <http://vpaa.unt.edu/academic-integrity.htm>.

For this particular type of class, where working together with others is critical, cheating also refers to placing your name on a lesson plan to which you did not contribute or using a lesson plan from a former student. Either infraction may result in a zero for the particular assignment and/or loss of opportunity to re-do the assignment. There are specific sanctions within the Academic Integrity policy. Continued infractions may result in stronger sanctions.

***Acceptable Student Behavior:***

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at [www.deanofstudents.unt.edu](http://www.deanofstudents.unt.edu).

**Family Educational Rights and Privacy Act (FERPA) Information:**

Students have the right to expect their grades will be kept confidential. There are a few things, because of the size of the size and/or nature of the class, the instructor must advise you of regarding collection and distribution of test results, quiz scores, assignments, projects, etc. During this class it may be necessary for you to pass your assignments forward to the instructor or it may be necessary for the instructor to call your name and then return your completed assignment to you by passing it across the room. The instructor, under the reasonable assumption guidelines, assumes students are collecting ONLY their own materials. Every attempt will be made to keep your information confidential. Neither your course grades nor grades for any assignment will be posted in a way that could result in your being identified by other students or faculty members.

**Catalog Description:**

Effective use of communication and pedagogical skills and strategies to enhance student engagement and learning. Focuses on developmentally appropriate physical education at the EC-6 level, highlighting movement education theory and application. Candidates are provided with opportunities to learn and implement effective demonstrations, explanations and instructional cues and prompts, linking physical activity concepts to appropriate learning experiences. Candidates are afforded both peer teaching and field based applications of content.

**Overall Course Goals:**

- The overall intent of this course is to apply the mind/body connection as you learn about elementary physical education. It is my personal hope that you will be able to see how physical activity and content are related and critical to children's success in learning – both in the gym and in the classroom.
- An additional goal of this course is to describe how the movement framework theory is applied to the individual child's personal development - intellectually, emotionally, socially, and physically through the medium of physical activity.
- Additional goals:
  - Describe the impact of physical education and physical activity on growth, health and psycho-social factors during childhood.
  - Discuss the role of physical activity and health during childhood and throughout the lifespan.
  - Create and present developmentally appropriate physical education lessons based upon the TEKS and movement education theory.  
[http://www.tahperd.org/LINKS/links\\_popup/links\\_popup\\_PCurriculum.html](http://www.tahperd.org/LINKS/links_popup/links_popup_PCurriculum.html)
- Reflect in writing on lesson design, instruction and student learning presenting clear tactics that when implemented would improve student learning.

**Course Objectives:**

The student will be able to (through practical assessment and in writing):

1. Understand and demonstrate the impact of physical education and physical activity on growth, health, and psycho-social factors in for elementary children.
2. Understand and apply use of the movement language words (word recognition and application) in physical activity.
3. Identify and show an understanding of developmentally appropriate teaching (including stages of motor development) as applied to the teaching of physical activity lessons.
4. Demonstrate integration of content in lesson delivery.
5. Demonstrate understanding and application of the NCATE (2008) Standards, Texas New Teacher Standards, and UNT Conceptual Framework.
6. . Identify and self-evaluate the characteristics of a highly qualified and effective physical education teacher.
7. Apply critical teaching skills and instructional strategies such as goal-setting, feedback, directions, and motivation.
8. Explain the reflective cycle and how reflection improves teaching and student learning.
9. Use the reflective cycle to demonstrate how change in teacher performance will impact student learning and/or instructional goals and decisions.
10. Demonstrate competencies for using word processing software, library search engines (computer), complete class assignments and the Web CT Vista system to access class materials  
<http://learn.unt.edu>.

This course is based upon:

**New Teacher Standards (NCATE/NASPE):**

Standard 1. The candidate knows and applies discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.

Standard 2: The candidate is a physically educated individual with the knowledge and skills necessary to demonstrate competent movement performance and health enhancing fitness as delineated in the NASPE K-12 Standards.

Standard 3. The candidate plans and implements developmentally appropriate learning experiences aligned with local, state and national standards to address the diverse needs of all students.

Standard 4. The candidate uses effective communication and pedagogical skills and strategies to enhance student engagement and learning.

Standard 5. The candidate utilizes assessments and reflection to foster student learning and inform instructional decisions.

Standard 6. The candidate demonstrates dispositions essential to becoming an effective professional.

This course addresses the standards at the introductory level. Standard 2 is assessed via in-class activity. Standards 1 and 6 are assessed informally. Although these Standards are specific to physical education teacher candidates, all teacher candidates in this course are expected to demonstrate these Standards.

### **GENERAL INFORMATION**

**Please read the following information carefully.**

1. The class is a combination of lecture, activity, and teaching. It is your responsibility to know when class is in activity and to be appropriately dressed. **You will be provided with a semester calendar (and this calendar will be posted on BB). Full calendar will be created once we have access to Denton area schools. Calendars are tentative and subject to change. Any changes will be posted on BB announcements or class email. YOU MUST CHECK BB BEFORE EVERY CLASS. I MAY MAKE CHANGES THE NIGHT BEFORE. I WILL NOT MAKE ANY CHANGES THE DAY OF CLASS UNLESS CIRCUMSTANCES REALLY WARRANT.** Appropriate dress for on campus activity without children includes comfortable clothing and TENNIS SHOES – SHOES THAT TIE. SLIP ON ARE NOT APPROPRIATE FOR ANY ACTIVITY IN THE GYM. You are not to wear flip-flops, sandals, boots, etc to class on activity days. (I AM NOT KIDDING). Failure to come appropriately dressed MAY result in point deduction for that day or that assignment OR reduction in participation points for the class.
2. Appropriate dress for teaching children is nice warm ups/jeans/shorts/shirt/ tennis shoes. Do not wear halter tops, shorts that are too short, revealing clothing of any kind. You MUST be professionally dressed. All tattoos must be covered. Be professional and appropriate. Again, NO flip flops/sandals, boots, etc. No jewelry where it is not normally worn. No large earrings when teaching. **STUDENTS WHO WEAR INAPPROPRIATE CLOTHING TO ANY TEACHING SITUATION WILL HAVE POINTS DEDUCTED FROM THEIR INDIVIDUAL TEACHING GRADE.**
3. It is my job to be an effective teacher and to present you with information/material/experiences that will make you a better teacher, whether you will be teaching in the classroom or teaching physical education. I encourage you to be open to the new ideas presented in this class and to apply them in your specific teaching situation. I realize this class is a combination of Kinesiology majors and Interdisciplinary Studies majors (ESL, Special Education, etc). We can learn from each other and apply knowledge in all aspects of our teaching. We are all teachers of children.
4. It is your job to be present each class day, to be on time, and to be awake and participate (just as if you were the teacher)!! A teacher would not fall asleep while in a classroom, text, talk on their cell phone, and scroll the internet (you get the drift...). It is also YOUR job to ask questions (either in class, by email, or during office hours /appointment. If you do not understand ANY part of an assignment, YOU must ask questions. Both the TA for the class and I are always accessible by email or in person. If you are uncertain about a grade on an assignment, or what has been posted on Blackboard, it is YOUR responsibility to contact the TA for the class. The TA posts all grades and keeps attendance records. DO NOT wait until the end of the term to question your grade. Keep track of each grade for each assignment as they are handed back in class!
5. Attendance and participation are essential to your understanding of the material and overall focus of the class. You are expected to attend both lecture and participation experiences. You are not to leave class if we are in both lecture and activity!! These are vital to your clear understanding of the material. The following attendance policy is in effect:
  - a. You are allowed 2 absences for whatever reason (with the exception of preparation and teaching days, and exam days).

You do not have to provide me with an excuse, however I am always willing to listen. **Three (3) points** will be deducted from your final point total for additional unexcused absences. See me for any emergencies. If you have an emergency, please contact me and your teaching group members (if it is a teaching day). With a documented reason, you will be allowed to make up a teaching day. **Excused absences should be documented to the class TA. This information will be provided to you within the first week of class. It is your responsibility to keep up with the # of absences accrued. My TA will post this and you can email him/her at any time to check on your absences. Should you have any questions about your absences, address these with the TA immediately. Excessive absences WILL affect your final grade in the class. YOU DO NOT receive additional points for attending all the classes at the end of the term.**

b. Failure to attend class or be present on a teaching day (without a documented excuse [e.g. doctor note] will result in a zero for that assignment for your individual grade only. Failure to be present on a planning day (unless specifically documented with me), will also result in a personal point deduction. This will be assessed through group member discussion and reported on the reflection portion of your lesson teaching. In addition to point deduction for individual lessons, points may be deducted from your participation grade. Please do not be "out to get someone" in your group just because... If there is someone truly not participating during lesson planning (e.g. he/she is texting/on phone or just absent without helping), then you should note this on your reflection.

Your absence will not affect your group members' grade. I expect a phone call, or email and written excuse for emergencies that may arise. Notification with your teaching team is essential!!

6. Any ppts missed are your responsibility to obtain. All ppts are available on blackboard. You should download ppts prior to class and bring them with you. You are to do your own work (see academic dishonesty insert) throughout the term, unless assignments are identified as small group work.
7. **If you have a specific medical or special situation (for which you have documented proof) that you would like me to know about, please see me early in the semester.**
8. If you need to see me and have a conflict with office hours, I will be happy to make an appointment at a mutually convenient time. Please email me to set up an appt. time.
9. Should you have any questions regarding assignments, notes, topics, grading, etc. it is your responsibility to see me! I will be happy to discuss any of the above with you.
10. **While cell phones are wonderful things... they ARE TO BE EITHER TURNED OFF DURING CLASS OR PLACED ON VIBRATE!! USE OF CELL PHONES IN CLASS IS STRICTLY PROHIBITED, UNLESS AN EMERGENCY ARISES OR WE ARE USING THEM IN CLASS FOR PLANNING LESSONS. PLEASE DO NOT KEEP YOUR PHONE OUT AT ALL DURING CLASS! THERE IS NO TEXTING DURING CLASS. This includes activity days in the gym!! If I see you with your cell phone out, I may come stand beside you, turn your phone upside down, etc... (oh – how embarrassing!). Believe me, I LOVE my phone too!!**
11. Arrival at class at the beginning is expected (ON TIME). You are to remain for the entire class period. You will receive a short break during class. You are not to leave class unless an emergency arises.

12. Laptops may be used for note taking only. Use of internet/games, etc. is not allowed during class. Should this be abused, they will be prohibited except during planning days.
13. A roll sheet will be passed around during EVERY CLASS PERIOD. THIS INCLUDES PRACTICE OR ACTIVITIY DAYS IN THE GYM. When we are in the gym as well as the classroom, you may be asked to sign the roll sheet twice.  
  
\* IT IS YOUR RESPONSIBILTY TO SIGN IN EACH AND EVERY TIME! IF YOU FAIL TO SIGN THE ROLL SHEET, YOU WILL NOT BE ALLOWED TO COUNT ATTENDANCE FOR THAT CLASS PERIOD. Again, any issues with this should be taken up with the TA. Sometimes, we all forget (I will allow one "oops" during the semester).
14. You are to be in class AT THE BEGINNING the day an assignment is due.
15. NO LATE WORK IS ACCEPTED UNLESS ARRANGEMENTS HAVE BEEN MADE. I REALIZE EMERGENCIES ARISE. FOR ANY LATE WORK AGREED UPON 10 POINTS WILL BE DEDUCTED FOR EACH DAY THE WORK IS LATE. IT IS YOUR RESPONSIBILITY TO ENSURE YOUR GRADES ARE BEING POSTED ON BLACKBOARD (TA WILL POST – YOU CHECK!) AND TO FOLLOW YOUR GRADE PROGRESS ACROSS THE TERM.
16. Tests may not be made up unless you have a clear documented reason.
17. Students will be expected to use blackboard learn to access class materials and check emails. It is the student's responsibility to regularly check blackboard as the instructor will regularly post messages, instructions for class on the calendar, as well as provide alternate class information as our schedule changes (if needed).

You should check your email and the calendar on blackboard prior to every class period. I will review the calendar each evening and may make changes depending upon how much material we covered in class. Please be aware of "gym" days and bring tennis shoes with you. The calendar is tentative and subject to change. We work in the schools with their permission. There may be days when field trips arise (which the PE teacher did not know about), etc. This will cause a change in location.

## COURSE EVALUATION

|   |  | Max points possible | TOTAL Pts |
|---|--|---------------------|-----------|
| 1 | Mind/Body Article Review                                       | 15 pts              | 15        |
| 2 | Peer Teaching (written plan and teaching peers)                | 30                  | 30        |
| 3 | 3 Teaching Assignments with children                           | 3 x 60              | 180       |
| 4 | Semester Summary - Reflection (final assignment)               | 30 pts              | 30        |
| 5 | 3 Exams  | 3 x 30 pts          | 90        |
| 6 | Brain Break (EC-6); 4 <sup>th</sup> Teaching Assignment – KINE | 50 pts              | 50        |
| 7 | Participation (class/teaching)                                 | 15 pts              | 15        |
|   | Overall  |                     | 410       |

410 = Total possible points

369 – 410 = A

328 – 368 = B

287 – 327 = C

246 – 286 = D

Note: Tests may only be made up with a documented excuse (e.g. doctor) and must be made up within of return to school. Teaching may be made up ONLY with documented reason. You will make up the teaching on your own.

Failure to "teach" during teaching days (e.g. letting your group members do all the teaching), may result in individual point deduction. With the size of our classes, this is particularly important. You must interact with the children even if it is not your "turn" to teach. Failure to be present on a teaching day (unless documented excuse) will result in individual point deduction.

**Excessive absences MAY affect your overall point total. Be aware that although partner or group grades (if implemented) are generally the same for both (all) members, each member has his/her own reflection grade, exam grades, other individual assignment grades, and attendance. Points are not awarded for attendance, but are for participation. Participation (in class [being prepared, having lesson ideas ready, completing any "extra" in or out of class assignments given being totally ready on practice and teaching days, are how these points are assigned).**

**Assignments/Alignment with NCATE/NASPE 2008 Standards**

| Elements<br>(standard in<br>parentheses)  | Criteria  | Objective   | Assignment/Assessment   |
|---|---|---|---|
| Achieve and maintain a health-enhancing level of fitness throughout the program. (2)  | TC identifies the age- and gender specific levels for each of the 5 components of health-related physical fitness (cardio respiratory endurance, muscular strength, muscular endurance, flexibility, and body composition) using standards established by national, state or program level testing. | TLW accurately describe the components of health related physical fitness and apply fitness data in a plan to maintain or enhance health related physical fitness.  | Part 1. Participate in a personal health related fitness during class using the FITNESSGRAM fitness test. Part 2. With a small group reflect upon a written a plan to improve or maintain a health-enhancing level of fitness that helps students know the benefits from being involved in daily physical activity and factors that affect physical performance (TEKS).<br><br>Quiz |
| Develop and implement appropriate ( e.g., measurable, developmentally appropriate, goals and objectives aligned with local, state, and/or national standards. Design and implement content that is aligned with lesson objectives and meet diverse needs of all students. (3) | Objectives are appropriate for subject area/developmental level of learners, are connected with standards, and provide challenges for students (tasks are neither too easy nor too difficult). Objectives are measurable and identify criteria and reflect a movement education framework approach. | TLW create measurable, developmentally appropriate and performance based objectives aligned with national standards, lesson content, and assessment that reflect a movement education framework approach. | Develop 4 lesson plans that apply the National Standards and TEKS. Two lesson plans applying the four movement concepts; and one lesson plan each for Educational Dance and, Educational Games. The lessons must include objectives, management plan (formations, equipment etc), movement content, cues, feedback and an assessment.<br><br>Quiz                                   |
| Implement effective demonstrations, explanations, instructional cues and prompts to link physical activity concepts to appropriate learning experiences. Provide effective  | TC provides an effective demonstration/model during the instructional episode. TC creates instructional cues or prompts based upon problem solving language that identify key elements of the skill/strategies and are appropriate for the developmental level of                                   | TLW create and implement lesson plans that include instructions, cues, demonstrations, formations, transitions, equipment needs, objectives, assessment, and  | Teach (1) lesson as a Peer Teach implementing the Activity Analysis. Teach the lessons (4) in class (Peer practice). Teach the lessons (4) in a field setting (student application).  |

|   |   |  |   |
|---|---|--|---|
| instructional feedback for skill acquisition, student learning, and motivation. (4)   | students. TC repeats the cues/prompts multiple times during the lesson. TC provides both generalized and corrective feedback that is well-timed. Feedback is linked directly to student responses. A combination of positive, specific and corrective feedback is used. Both individual and group feedback is given.  | learning activities based upon the movement education framework approach. TLW provide feedback during instruction and reflect on the appropriateness of the feedback as well as missed opportunities for feedback. |   |
| Utilize managerial rules, routines, and transitions to create and maintain a safe and effective learning environment. (4)             | TC has established rules for the classroom and consistently enforced these rules. Rules are stated in developmentally appropriate language. Managerial routines are present and a system is in place for distribution/return of equipment, attendance, finding a partner or creating a group, and other gymnasium routines. There is a clear stop and start signal in place. Effective use of space is evident in the lesson (students are neither too far or too close together). Behavior issues are immediately, efficiently, and effectively addressed by such proactive strategies as student prompts. TC creates a supportive environment that invites student participation. | TLW define, create, critique and correct management routines as part of lesson plan assignments (both peer and field teaching).  | Quiz<br>Class activities<br>Management plan in lesson plans and critique in reflection          |
| Utilize the reflective cycle to implement change in teacher performance, student learning, and instructional goals and decisions. (5) | TC uses a reflective cycle (description of teaching, justification of teaching, performance, critique of teaching, setting of goals) to modify instruction, change teacher performance, or implement change based on reflection.  | TLW reflect on planning and instruction to produce specific suggestions for improvement or maintenance.  | Part 3. Review comments from an observer.<br>Part 4. Reflect on the lesson plan and instruction |

