

KIN 3012
TEACHING LAB 1

Instructor
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COURSE PURPOSE

This course is designed to provide the pre-service physical education teachers with opportunities to demonstrate effective teaching and to implement a developmentally appropriate physical education curriculum in an elementary school setting. Emphasis will be placed on practicing effective planning, teaching, and reflecting behaviors. Additionally, this course meets the USP 2015 COM2 requirement. In doing so, you will develop a foundational understanding of effective oral, written, and digital communication and you will develop these skills.

COURSE GOALS AND OUTCOMES

Regarding teaching and physical education:

1. Implement effective classroom routines in small group situations;
2. Implement specific classroom rules in small group situations;
3. Implement preventative management strategies in small group situations;
4. Actively supervise learners in small group situations;
5. Demonstrate short transitions (15 seconds or less) in small group situations;
6. Implement accountability systems in small group situations;
7. Plan for optimal learning time in small group situations;
8. Teach for optimal learning time in small group situations;
9. Modify activities to match student skill levels in small group situations;
10. Plan progressions that allow for both learner success and challenge in small group situations;
11. Systematically assess the above mentioned teaching skills;
12. Assist a peer by assuming the role of peer coach/observer; and
13. Compare children's performance to established developmentally appropriate physical education curriculum outcomes.

Regarding written, oral, and digital communication:

14. Develop and share written, oral, and digital messages through a variety of assignments that include discipline-based purposes, forms, and audiences.
15. Find, analyze, evaluate, and document information appropriately using a variety of sources.
16. Understand the different purposes of written, oral, and digital messages and employ appropriate organizational strategies, including developing thesis statements and main ideas.
17. Make effective use of a writing process and collaboration in the achievement of a final work of communication

18. Observe the accepted conventions including spelling, grammar, organizational structure, punctuation, delivery, and documentation in oral, written, and digital messages.
19. Deliver prepared presentations in a natural, confident, and conversational manner, displaying nonverbal communication that is consistent with and supportive of oral message.
20. Interact effectively with audience members, engage in opposing viewpoints constructively, and demonstrate active listening skills.

WHAT WILL YOU BE DOING?

You will:

1. Teach multiple units of instruction at St. Laurence School or UW Lab School.
2. Complete a portfolio for each unit of instruction taught and a final portfolio.
3. Engage in self-reflection about your teaching behavior.
4. Observe, critique, and give feedback to your colleagues about their teaching.
5. Write multiple pieces of work articulating your reflections on your teaching behavior and receive feedback on the quality of your writing.
6. Deliver oral presentations in which you articulate verbally your reflections on your teaching behavior.
7. Collect data on your own teaching behavior, compile and synthesize this data, and generate a written report outlining your teaching behavior over the course of the semester.
8. Deliver an oral presentation at the end of the semester where you present data regarding your teaching behavior over the course of the semester to your colleagues.

ASSIGNMENTS/PROJECTS	POINTS	COM OUTCOMES MET
<i>Skill Theme Packets: 3 @ 400 points each</i>	1,200 points	
Lesson plan		1, 3, 5, 6, 7
Supervisor observation/coding		xxxx
xxx		
<i>Site Observations: 2 @ 18 points each</i>	36 points	1, 4, 7
<i>Quizzes: 4 @ 20 points each</i>	80 points	(none)
<i>Disposition</i>	40	5, 7
<i>Weekly oral presentations: 5 @ 5 points each</i>	25	6, 7
<i>Teacher Development Project Oral Presentation</i>	50 points	1, 2, 3, 5, 6, 7
<i>Teaching Development Project Written Report</i>	50 points	1-7

GRADING SCALE

- A = xxx - xxx points
- B = xxx – xxx points
- C = xxx – xxx points
- D = xxx – xxx points
- F = xxx – xxx points

OVERVIEW OF MAJOR COURSE ASSIGNMENTS

Lesson Plans (addresses COM outcomes 1-7)

Students will create and submit one lesson plan (see attached lesson plan format) for each lesson taught at the elementary site placement (approximately 12-16 lessons). Lesson plans provide an opportunity for students to understand and develop digital and written communication skills in a discipline specific context. These lesson plans should follow the lesson plan format. Resources will be provided to assist students in completing this work. While some lesson plans will be done cooperatively with a teaching partner, students should follow academic honesty policies as per the University of Wyoming. See Dr. Gaudreault with any questions about this. Hard copies of lesson plans will be submitted BY EMAIL to Dr. Gaudreault by 5pm THE DAY BEFORE will teach. If your lesson plan is not submitted by 5pm, your overall grade for that given lesson can be no higher than a C for the first offense. On the second offense, you will discontinue teaching and will **receive a failing grade for that unit**. All lesson plans must be brought to school each day you teach, available to instructors/assistants, and kept in binder).

Skill Theme Packets (COM 1-7)

Following each teaching unit, students will submit a packet with all lesson plans, teaching behavior coding forms, and self-reflections. Please follow the attached document regarding the components to be included in this packet. This packet also provides the opportunity for students to demonstrate digital and written communication skills in synthesizing information and articulating self-reflection about their teaching performance and progress in their development of pedagogical skills.

Skill Theme Packets will be completed and submitted three school days following the completion of each unit. All unit portfolios will be submitted to Dr. Gaudreault by 5 p.m. on the due date. If you miss the deadline you will receive no higher than a C for the first infraction. On the second offense, you will receive a **ZERO for that unit**.

Weekly oral presentations (COM 1, 3, 6, 7)

Once students begin teaching lessons at UW Lab School or St. Laurence, Mondays and Wednesdays will be spent teaching lessons, observing colleagues, giving feedback, and engaging in practice. Friday classes will meet on campus and in Corbett room 103 for reflection, debriefing, and planning for the next week's teaching and activities. During these Friday classes, students will deliver a short (no more than 5 minutes) presentation on their teaching performance for the week. This presentation will include student presentation and discussion of the following ideas: What did I do well this week? What do I need to work on? How will I work on it? (relative to specific teaching behaviors). These presentations will provide students with the opportunity to understand and develop oral communication skills with discipline specific content and audience.

Teacher Development Project (COM 1-7)

This project is meant to document pre-service teachers' development over the course of the semester. For this project, students will gather data about their teaching over the course of the semester and synthesize these data and reflect upon them to produce a document (and oral presentation) that will summarize and present their teaching behavior over the course of the semester relative to the following areas: management (learner attention, environmental arrangement, learner organization); content development (use of varying instructional tasks); teacher positioning; demonstrations and teaching cues; feedback to students. Data for the written report and oral presentation will come from the following sources: lesson plans, annotated reflections within lesson plans, QDITC coding sheets (from self-coding and from university supervisor), systematic observation instruments done on-site (Hamrick Demonstration, peer observation record sheet, class control form) self-reflections in skill theme packets, and weekly oral presentations. Students will submit a progress check as well as engage in peer revision throughout the course of the semester along with discussion and instruction in effective presentation and reporting strategies and techniques. These serve to further students' understanding and skills in written, digital, and oral communication skills.

TENTATIVE COURSE SCHEDULE

Date	Topic and Activities	Reading
Sep 3	Introductions, syllabus Teaching as a profession; Value & purpose of PE for children	Graham Chapter 1
Sep 5	Cooperative Learning Activities <i>Research on Effective Teaching in Elementary School Physical Education (Rink & Hall, 2008)</i>	
Sep 8	Skill Theme Approach	Graham Chapter 2
Sept 10	Standards <i>NASPE & Wyoming PE Standards Document</i>	Graham Chapter 3
Sept 12	Developmentally Appropriate Practices <i>NASPE Appropriate Practices Document</i> QUIZ 1: Skill Theme Approach; Standards	
Sept 15	Generic Levels of Skill Proficiency	Graham Chapter 7
Sept 17	Establishing an Environment for Learning <i>Novice Teacher Discipline Problems</i> <i>Case Study: Discipline</i> QUIZ 2: NASPE Appropriate Practices	Graham Chapter 9
Sept 19	Establishing an Environment for Learning	Graham Chapter 9
Sept 22	Developing Content Introduce and discuss Teacher Development Project	Graham Chapter 11
Sept 24	Developing Content <i>Mitchell (2008) article</i> Oral reports and effective oral communication delivery: non-verbal, anxiety, watch/discuss TED Life Hacks (body language).	Graham Chapter 11
Sept 26	Debate	
Sept 29	Teaching schedule and lesson planning <i>Lesson plan format from packet</i> QUIZ 3: Establishing environment for learning; Developing content	
Sept 25	Planning; Writing objectives	Graham Chapter 8
Oct 1	Outline for Teacher Development Project Reflective teaching <i>Sebren article</i>	
Oct 3	Prepare for teaching; QDITC; Observation instruments <i>Byra article</i> QUIZ 4: Planning; Reflective teaching	
Oct 6	Observation @ UW Lab and St. Laurence	
Oct 8	Observation @ UW Lab and St. Laurence	
Oct 10	Prepare for Educational gymnastics unit	
Oct 13	Teach: Educational gymnastics	

Oct 15	Teach: Educational gymnastics	
Oct 17	Class meeting and reflection Weekly oral presentations <i>Disposition Assessment 1 DUE</i>	
Oct 20	Teach: Educational gymnastics	
Oct 22	Teach: Educational gymnastics	
Oct 24	Class meeting and reflection, prepare for throw/catch unit Weekly oral presentations PACKET 1 DUE BY 5PM	
Oct 27	Teach: Throwing and catching	
Oct 29	Teach: Throwing and catching	
Oct 31	Class meeting and reflection; Annotated lesson planning Weekly oral presentations	
Nov 3	Teach: Throwing and catching	
Nov 5	Teach: Throwing and catching	
Nov 7	Class meeting and reflection; Annotated lesson planning Weekly oral presentations	
Nov 10	TBA: prepare for WAHPERD	
Nov 12	WAHPERD	
Nov 14	WAHPERD	
Nov 17	Progress check- Teacher Development Project	
Nov 19	Effective power point presentation strategies, work on Teacher Development Project	
Nov 21	Teacher Development Project peer review and feedback, strategies for revisions	
Nov 24	Class meeting; Prepare for striking unit	
Nov 26	THANKSGIVING BREAK	
Nov 28	THANKSGIVING BREAK	
Dec 1	Teach: Striking	
Dec 3	Teach: Striking	
Dec 5	Class meeting and reflection; Annotated lesson planning Weekly oral presentations	
Dec 8	Re-write striking lesson plans	
Dec 10	Teacher Development Project oral presentations	
Dec 12	Teacher Development Project oral presentations	

ATTENDANCE POLICY

Attendance is both expected and required. It is expected that you will be in attendance for all classes. If you have a problem that keeps you from attending a given class outside of those identified on the contract form, you must speak to Dr. Gaudreault prior to the missed class (by telephone or in person).

Additionally, the class cannot be successful without respectful, engaged participation from all members. Missing conferences or coming late to class also diminishes your contribution. If you need to miss class, such absences can often be excused if you will come visit with Dr. Gaudreault before your absence and make arrangements to turn in any work in advance or by a negotiated deadline. If you miss class—for excused or unexcused reasons—please be responsible for information covered in class. University sponsored absences can be cleared through the Office of Student Life.

More than one class absence is considered excessive and will result in a drop of one letter grade for the course. **Being late or absent for teaching at your school site will result in a zero for that unit.**

COMMUNICATION

Communication in this class will frequently be conducted via email. We will use the email offered for this class through WyoWeb. Check your email messages daily in preparation of receiving a message pertinent to this course. Email will be used for communication between instructors and students, and for sending and receiving homework.

CLASSROOM ETIQUETTE

Student & professor agree that class time will be dedicated to learning and requires mutual respect and focus. For example, to avoid distraction cell/mobile phones will be on ‘vibrate’ mode and placed away (e.g., in backpack) and iPods will be off and placed in backpacks so students and professor can focus on class activities/instruction.

UNIREG 29, section III:D states, “[A student] has no right to impinge upon the instructor’s freedom to teach or the right of other students to learn. The instructor shall establish reasonable standards of conduct for each class . . . and the instructor may, through orderly procedures, dismiss any student who violates such standards.” In class, student contributions are encouraged, but the contributions should be thoughtful, relevant, and respectful. Unnecessary talking, texting, sleeping, or reading of unrelated material during class is often rude and disruptive.

STUDENT ACCOMODATION

The University of Wyoming is an affirmative action/equal opportunity educator and employer. If you have a physical, learning, sensory or psychological disability and require accommodations, please let me know as soon as possible. You will need to register with, and provide documentation of your disability to, University Disability Support Services (UDSS) in SEO. You may apply on-line at UDSS’ web site: www.uwyo.edu/udss or you may contact UDSS for more information at (307) 766-6189, TTY: (307) 766-3073.

ACADEMIC DISHONESTY

1. The University of Wyoming is built upon a strong foundation of integrity, respect, and trust. All members of the university community have a responsibility to be honest and the right to expect honesty from others. Any form of academic dishonesty is unacceptable to our community and will not be tolerated.
2. Plagiarism is strictly forbidden on any course assignment. (This includes class notes and fellow students' work!) All work, besides your own, should be cited and a reference given. Do not misrepresent any of your efforts on any academic task for which you will receive a grade. See UNIREG 802 for further description of academic dishonesty and procedures that will be followed in cases of academic dishonesty. The following is an excerpt from the UNIREG.

A. **ACADEMIC DISHONESTY.** An action attempted or performed that misrepresents one's involvement in an academic endeavor in any way, or assists another student in misrepresenting his or her involvement in an academic endeavor. Examples of academic dishonesty include, but are not limited

- i. Plagiarism: presenting the work (i.e., ideas, data, creations) of another, wholly or in part, as one's own work without customary and proper acknowledgement of sources and extent of use, unless authorized by the instructor
- ii. Cheating: using information, study aids, notes, materials, devices, or collaboration not explicitly approved by the instructor. For example: doing a class assignment for someone else or allowing someone to copy one's assignment; copying from, or assisting, another student during an examination; or stealing, or otherwise improperly obtaining, copies of an examination before or after its administration.
- iii. Fraud: altering or inventing data, research, or citations for an academic endeavor; fabricating, forging or otherwise misrepresenting to an instructor or an institution one's past or current academic or professional activities; impersonating someone or allowing oneself to be impersonated for an examination or other academic endeavor; using a ghost writer, commercial or otherwise, for any type of assignment.
- iv. Violation of Standards: violations against ethical and professional standards required by individual University programs, academic courses, and clinical programs that may result in qualification for entry into a profession that maintains standards of conduct.
- v. Multiple Submissions: submitting, wholly or in part, the same academic endeavor to earn credit in two or more courses without explicit approval by all concerned instructors.
- vi. Interference/Obstruction: interfering with academic efforts of other students to gain unfair advantage for personal academic advancement. Interference may include but is not limited to, sabotage, harassment, tampering, bribery, or intimidation of another student.
- vii. Complicity: assisting another person in any act of academic dishonesty as defined above.

B. **ACADEMIC ENDEAVOR.** Any student activity undertaken to earn University credit or meet some other University program requirement. Examples of academic endeavors include, but are not limited to:

- i. Course assignments (written/oral, projects, research, exhibitions of work)
- ii. Exams (written/oral, quizzes)
- iii. Clinical assignments (internships, rotations, practica)
- iv. Presentations (on and off campus)
- v. Publications
- vi. Independent study coursework
- vii. Plan B papers/projects, theses, dissertations
- viii. Student media associated with academic credit

Physical & Health Education
Digital Resources for Effective Practice

http://pe.central.vt.edu	George Graham's website. One of the hottest websites for physical education. Includes lesson plans and assessments based on NASPE standards
www.aahperd.org	Site to the American Alliance for Health, Physical Education, Recreation and Dance. The largest physical education professional organization in the nation.
www.sportime.com	Physical Education equipment company. Great equipment.
www.fitnesslink.com	Information for all ages and links
http://www.k12.wy.us	<i>Wyoming physical education content and performance standards.</i> (2008). Cheyenne, WY: Wyoming Department of Education. On the Web: Go to Wyoming Department of Education Web site at http://www.k12.wy.us From the Home page scroll down to 'Other Areas of Interest' and click on "Wyoming State Standards" then click on "Physical Education." Make a hard copy or save the document to your laptop computer.
www.eatright.org	American Dietetics Associations
www.teachers.net/lessons/	Lesson plans
www.HumanKinetics.com	A great publishing company for physical activity books
bmohnsen@pesoftware.com	Online technology newsletter by Bonnie's Fitware Inc.
http://www.pelinks4u.org	Stephen Jeffries PE newsletter
WWW.peuniverse.com	Observe PE lessons
www.sparkfamily.org	View video-clips of SPARK activities, use interactive alignment & assessment tools, & assess hundreds of skill and task cards

Name: _____ Score: _____/18

KIN 3012

School Site Observation Form

When observing, sit away from your classmates and please be quiet on the sidelines.

During lesson observations answer the following questions. Write notes on the back of this sheet.

1. Identify 3-5 things the teacher does to create a positive classroom environment.
2. How does the teacher gain student attention for instruction?
3. How does the teacher address safety issues?
4. What are the teacher's start, stop, listen signals?
5. Briefly describe this group of students. What are they like?
6. How does the teacher deal with off task behavior?

PEER OBSERVATION RECORD SHEET

Teacher Name:

Observer Name:

Grade:

Time of Lesson:

Date:

Instruction and presentation

Demonstrations

Teaching cues

Feedback to students

Management

“When I say go” and “Freeze” / “Stop”

Teacher movement and positioning

Equipment

Content/Planning

Developmental appropriateness of activities

Note 3 things that you saw were positive about this lesson. BE SPECIFIC.