KIN 331
Physical Education for the Elementary School Teacher

Course Description
Application of knowledge and theory to the development of physical education curriculum and instruction of children in the elementary school. Two hours lecture, two hours lab per week. Corequisite: EDUC 415.

Objectives
The relevant Louisiana Components for Effective Teaching are in parentheses after each objective. For example, I.A.2 refers to Domain I (planning) component A (The teacher plans effectively for instruction) attribute 2 (Includes activity/activities that develop objectives). For a complete listing of these competencies, see http://www.doe.state.la.us/lde/pd/623.html.

After completing this course, students will be able to
1. Select/modify activities so they are appropriate to children’s movement skill levels. (I.A.2, 3; CK, KL, DV)
2. Identify and use resources for activities and lesson plans, including the internet. (TC)
3. Organize and teach physical education by skill themes and movement concepts so as to encourage physically educated people as described by the National Association for Sport and Physical Education and the State of Louisiana.
4. Plan and teach inclusively for students with a variety of skill levels, demonstrating effective teaching behaviors. (III.C.1; SM)
5. Identify various effective teaching behaviors during observation/self-assessment of teaching, and set goals for ongoing improvement of teaching. (IV.B)
6. Identify characteristics of quality elementary physical education programs and activities, as described by the National Standards and Louisiana Physical Education Content Standards. (PS)
7. Discuss the importance of elementary physical education and how it fits within the total elementary school program. (CK)
8. Detail and implement strategies for management and discipline. (II.C.1-2; SM)
10. Develop and write acceptable goals and behavioral objectives. (I.A.1; SM)
11. Prepare a 2-week unit of instruction for an elementary physical education class.
12. Develop and implement games that integrate physical education and other elementary school subjects. (III.B.3; CK)
13. Plan and carry out assessment. (I.A.5, III.D.2; SM)
14. Encourage higher-order thinking in students. (III.C.3; SM, CK)

Abbreviations refer to components of the Conceptual Framework for Teacher Education at Southeastern Louisiana University: Setting the Standard for Excellence through Best Practice: KL – Knowledge of Learner, CK – Content Knowledge, PS – Professional Standards, SM – Strategy/Methods

PASS-PORT
Candidates are responsible for entering hours for field experiences (observation and teaching at approved sites) and professional development into PASS-PORT. Artifacts to be used in portfolios must also be entered. If an artifact requires instructor evaluation, it is the candidate’s responsibility to request that evaluation after the artifact is loaded into PASS-PORT.

Textbook
Blackwell, E.H. Appropriate Movement Experiences for Children (2nd ed.)

Evaluation
Homework
Teaching performance
Lesson plans
Self-evaluations
What is a Conceptual Framework?
A conceptual framework provides coherence and direction and serves as a means by which professionals describe important aspects of their work. The conceptual framework provides direction for the development of effective professionals, and is a living document that continuously evolves as opportunities and challenges emerge.

Components of the Conceptual Framework
Knowledge of the learner: an understanding of the learner is critical to providing effective and equitable instruction.
Strategies and methods: an understanding of a variety of teaching methods & strategies, as well as a sense of inquiry, creativity, and reflective thinking are goal characteristics of effective teachers.
Content knowledge: teachers should strive to gain a thorough understanding of their content areas of specialization.
Professional standards: standards that guide effective education, both generally and in each discipline area, are used to design our programs, and teachers should know and incorporate professional standards in everyday practice.
Diversity: The unit provides opportunities for candidates to understand the role of diversity and equity in the teaching and learning process. The effective professional can help all students learn and can teach from multicultural and global perspectives that draw on the histories, experiences, and representations of students from diverse cultural backgrounds.
Technology: Technology is emphasized throughout all programs and is used to support and improve student learning.