



## Course Syllabus: Fundamentals of Elementary Physical Education

Gordon T. & Ellen West College of Education & Professional Studies

KNES 4663 Section 101

Fall 2025

### Contact Information

Instructor: Dr. Stacia (Whitworth) Miller

Office: Bridwell Hall 323

Student Drop-In Hours (Office hours): Mon 11-12, Tues 10-11 and 1-3, Thurs 10-11, and Fri by appointment

Office phone: (940) 397-2804

E-mail: [stacia.miller@msutexas.edu](mailto:stacia.miller@msutexas.edu)

### Class Meeting Information

Monday/Wednesday 8:00-10:50 am

Bridwell Hall (BH) 109

In addition, modules and discussion boards will be done in D2L.

### Instructor Response Policy

During the week, I will typically respond to your emails within 24-48 hours. Any emails received over the weekend will receive a response no later than Tuesday, 8 AM. Emails received on holidays typically will receive a response no later than 8 AM on the second business day after the holiday.

### Textbook & Instructional Materials

Graham, G., Holt/Hale, S.A., & Parker, M. (2025). *Children Moving: A Reflective Approach to Teaching Physical Education* (11th ed.) Boston, MA: McGraw-Hill Companies. (Ebook and hard copy options are available)

Access to a personal computer with Microsoft Software, high speed Internet and the ability to access D2L the MSU Online Learning System.

### Course Description

Examination and application of the instructional concepts and strategies associated with planning and implementing developmentally appropriate sports, games and activities for school-age children. The purpose of this course is to further the preparation of professional educators and coaches to prepare them for student teaching and internships. This task will be accomplished through a rigorous organized program of study that will allow future professionals to organize, plan, deliver, and evaluate instruction in an efficient, productive

manner. At the conclusion of this course, future professionals will have been presented with the necessary skills and knowledge base to conduct classes that meet selected criteria of the standards listed below. A field component provides future professionals the opportunity to implement acquired knowledge and skills as an integral part of the course.

#### Course Objectives/Learning Outcomes/Course Competencies

Specific learning objectives for the course derive from the SHAPE Standards for Physical Education, the Teacher Educator Standards (TAC 149:AA), the TExES Examination Framework/Standards PE EC-12 (258), the Texas Essential Knowledge and Skills for Elementary School Physical Education (116A), and [InTASC](#). This course provides teacher candidates and SPLS students with a knowledge base of the environment in which they may teach. Satisfactory completion of the course will document that students have demonstrated the ability to:

- Design short- and long-term plans that are linked to program and instructional goals as well as a variety of student needs (SHAPE 3.a, Domain III, IV, V; TAC149: 1, 5, 6; InTASC 7; TEKS 116A)
- Develop appropriate (e.g., measurable, developmentally appropriate, performance based) goals and objectives aligned with local, state, and /or national standards. (SHAPE 3.a; Domain III, IV, V; TAC149: 1, 3, 5; InTASC 1, 5, 7; TEKS 116A)
- Design content that is aligned with lesson objectives. (SHAPE 3.b; Domain I, II, III, & V; TAC149: 1, 3, 5; InTASC 8; TEKS 116A)
- Plan for resources to provide active, fair, and unbiased learning experiences. (SHAPE 3.c; Domain III, IV, and V; InTASC 2, 3, 4)
- Plan progressive and sequential instruction that addresses the different needs of all students by using modifications and accommodations. (SHAPE 3.d; Domain III, IV, and V; InTASC 1, 2, 3)
- Demonstrate knowledge of current technology by planning learning experiences that require students to appropriately use technology to meet lesson objectives. (SHAPE 3.e; Domain II and III; TAC 1; InTASC 4)
- Demonstrate knowledge of effective demonstrations, explanations, and instructional cues and prompts to link physical activity concepts to appropriate learning experiences. (SHAPE 4.b; Domain I, II, III, and V; TAC149: 3; InTASC 1)
- Demonstrate knowledge of managerial rules, routines, and transitions to create and maintain a safe and effective learning environment. (SHAPE 4.d; Domain III and IV; TAC149:4)
- Demonstrate application of appropriate assessment approaches for evaluating the learning and performance of all students. (SHAPE 5; Domain IV and V)

- Design strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment. (SHAPE 4.c; Domain III and IV; InTASC 1; TAC149 2)

See Appendix A for a complete list of standards/competencies and the course schedule for alignment of assignments and standards.

### Student Handbook

Refer to: [Student Handbook](#)

### Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct. [Office of Student Conduct](#)

As an extension of the MSU Academic Dishonesty Policy and in order to fairly evaluate all students' work, all work submitted in this course must be generated by the students themselves. Therefore, work submitted that has been generated by another person/entity and the use of Automated Writing Tools, including chatGPT and other comparable artificial intelligence (AI) tools, is considered plagiarism, unless properly cited, and in violation of MSU policy.

### Grading/Assessment

Students are expected to submit classroom assignments before or by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals I understand you must manage competing demands on your time. Should you need additional time to complete an assignment please contact me before the due date so we can discuss the situation and determine an acceptable resolution.

Routine submission of late assignments is unacceptable and late assignments (not discussed ahead) will have a minimum automatic 25%-point deduction for each day late. Students may be permitted to make-up course work under 2 conditions, 1) notify the instructor prior to the absence to devise a make-up plan, or 2) provide evidence of an excused absence.

Format – For All Papers: 12-point Times New Roman font, one (1) inch margins, and doubled spaced. The heading should have your names, the class and section number, and the right-justified on the page. Papers that do not follow this format will not be accepted or graded. Grammar will be graded as a part of any course work. All work should be in your own words.

Grades for each assignment will be posted in the D2L course grade book. I will give feedback on assignments when appropriate, including, comments through

“news items”, comments directly in the discussion board, and comments to the feedback box associated with each assignment submitted to dropbox. Please take the time to read these comments as I am taking the time to make them.

*Table 1: Weight allocated to each assignment*

| <b>Assignments</b>  | <b>Weight</b> |
|---|---------------|
| Homework, Classroom Activities, and Fieldwork: Observations, Co-teaching practice/reflection, Tk20 and Document Uploads | 10%           |
| Professional Dispositions   | 20%           |
| Lesson Plans  | 25%           |
| Lesson Evaluations  | 25%           |
| Unit Plan   | 15%           |
| Certify Teacher   | 5%            |
| Total Weight  | 100%          |

*Table 2: Range for final grade.*

| <b>Grade</b> | <b>Points</b> |
|--------------|---------------|
| A            | 90 to 100     |
| B            | 80 to 89      |
| C            | 70 to 79      |
| F            | Less than 60  |

Clinical experiences at the WCOE, including both initial clinical experiences (e.g., classroom observations) and clinical teaching, are an essential part of the professional preparation program. Clinical experiences vary across many WCOE undergraduate programs and are designed and implemented through collaboration with school district and community partners. WCOE teacher candidates gain essential knowledge, skills, and dispositions through observations and teaching opportunities in a wide variety of different settings (e.g., urban/rural, SES, special needs, race/ethnicity). WCOE believes in gradual release of responsibilities and exposes and evaluates teacher candidates throughout the program so as to provide them with the best learning experience. Below are the assessments that are used in this course and program to effectively monitor teacher candidates' progress.

50 Hours Observation/Instruction Required before Clinical Teaching-During your field observations, you are required to submit time logs in TK20 to your cooperating teacher for attendance and participation verification. You must accumulate a minimum of 50 hours total prior to clinical teaching, which need to be approved by the cooperating teacher. This should be done weekly, and you should periodically check TK20 to ensure that your time logs have been approved. For this course, a minimum of 11 hours in the classroom should be dedicated to engaging with students in instructional or educational activities,

although you will likely spend more than 11 hours doing so. Prior to your clinical teaching experience, you should have at a minimum of 50 hours of field-based experiences, 30 of which show active engagement in instructional or educational activities. All time log entries must have a detailed description/reflection explaining the instructional or educational activities.

### Co-Teaching & Reflection

Within the first few weeks of your field experience, you will be required to use one of the co-teaching strategies during a lesson. You will reflect on the experience and how this will help you teaching during the semester.

Co-Teaching: West College of Education adopts a co-teaching model for the candidates during their clinical experiences. These strategies are described in the Co-Teaching Definitions and Examples document provided on D2L.

### Observations

During the first few weeks of your field experience, you will complete 2 observations to get to know more about the classroom you will be working in throughout the semester. Details for each observation will be shared on D2L before field experience.

### Professional Dispositions

Professional dispositions are the professional attitudes, values, and beliefs demonstrated through verbal and non-verbal behaviors as candidates interact with students, colleagues, peers, and communities. Candidates should adhere to all professional dispositions and dispositions are assessed regularly, and will be evaluated using the "Developing Disposition Rubric" and the "Professional Dispositions Grade" for this course. All unacceptable behaviors will be documented and candidates will receive a reduction in grade. In the case of serious transgressions, the faculty member reserves the right to give the student a Professional Fitness Alert to be reviewed by a committee.

### Lesson Plans

Teacher candidates must demonstrate the ability to plan, assess, and implement instruction. This begins in the Foundational block where the teacher candidates create and write lessons for effective teaching. Teacher candidates are required to develop lesson plans. The specific format can be adapted, but should always include the objectives (TEKS), procedures, materials/resources, and assessment. Student engagement is a key element in a good lesson with a goal of student learning/success is the ultimate goal. Candidates must form an assessment strategy to determine the extent to which students are able to master learning of objectives. Candidates also describes the instructional delivery method addressing the step-by-step procedures of the lesson (i.e. higher order questions, directions, setting the purpose, methods for engagement, instructional strategies, grouping, closure).

Using the provided template, you will write 2 complete lesson plans that you will teach in your assigned field placement. The first lesson plan will be worth 30 points and the second lesson plan will be worth 33 points. Lesson plans are graded using the WCOE Lesson Plan Rubric. After teaching the lesson, candidates are then required to reflect on the lesson delivery, appropriateness of instructional strategies, impact for future planning, and opportunities for collaboration with mentor teacher. The skills acquired during lesson planning provides the foundation and are also built upon for unit planning and other key assessments.

### Lesson Evaluations

You will teach 2 complete lessons on your own in your assigned field placement. The first lesson plan will be worth 36 points and the second lesson plan will be worth 78 points. Lessons are evaluated using the WCOE Clinical Teaching Evaluation Rubric.

### Unit Plan

Teacher candidate's ability to demonstrate the ability to plan, assess, and implement instruction continues in the professional block with the Unit plan assessment. The unit plan assessment is a modified form of Midwestern Impact on Student Learning (MISL) that requires teacher candidates to plan a unit of teaching. Candidates are required to determine a set of multiple learning objectives aligned to state content standards Texas Essential Knowledge and Skills (TEKS) appropriate to the lesson(s) the candidate is preparing. Unit Plans are evaluated using the WCOE Unit Plan Rubric.

### Homework and Classroom Activities

Prior to class, you will often have assignments to complete. These assignments are formative assessments to check students understanding of knowledge on each of the topics covered. Students are provided with different types of questions or tasks they are required to answer based on readings, in-class activities, and lectures. These will appear on the Course Schedule in more detail.

### TK20 and Document Upload

Time logs, field observations, and reflections will be submitted through TK20 and validated by course instructor. Incomplete or missing time logs, observations, or reflections not submitted will result in an incomplete or failure for KNES 4663. Unprofessionalism or dismissal from the school site will result in a KNES 4663 failure and a fitness for the profession referral.

### Certify Teacher- Practice Exam

Five percent of the candidate's final grade will be determined by participation/completion of the Certify Teacher practice flash cards/study mode and performance on the practice exam for All-level PE. **Failure to complete (participate in) the Certify Teacher study mode, flash cards, and practice exams will result in a failing grade or incomplete for KNES 4663.** Students must complete the process below and are not required to pass the Certify

teacher content exam to pass KNES 4663. The process is as follows: (1) Exam Mode: take practice content exams through Certify Teacher; (2) Pass: passing the exams (80% in all competencies) will require no further action and 5% of your grade will be determined by the score on the exam; Fail: failing the exam (under 80% in any competency), will require students to go through the study tracker, flash card study materials, and study mode (note: exam may not be attempted again without going through the flash cards and then study mode); (3) Retake exam: Once you have completed the study tracker (total study mode and flash cards must equal at least 10 hours), you may retake the exam. After study tracker is completed retake the exam. Pass or fail, 5% of the final exam grade will be determined by your score on the final attempt. All students (pass or fail) have the option of repeating the process multiple times by reviewing the flash cards and study mode again and retaking the exam to improve their score. Retaking the exam mode over and over until a passing score is achieved will result in no credit for the course. Specific information on how to access Certify Teacher will be given in class. To be released for the actual TEXES exam requires passing the practice exam with an 80% in each domain/competency and must be completed prior to clinical teaching. I strongly encourage students to complete the WCOE testing protocols in the KNES methods courses. [WCOE TEXES Testing Policy](#)

### Other

Candidates are evaluated by faculty in those courses at a developing, beginning, and mastery level of competency as determined by the academic committee on program quality. The evaluation is based upon evidence gathered.

### Extra Credit

Extra Credit will be offered during the semester and posted on D2L.

### Important Dates

Last day for term schedule changes: August 28, 2025. Check date on [Academic Calendar](#).

Deadline to file for graduation: September 22, 2025. Check date on [Academic Calendar](#).

Last Day to drop with a grade of "W:" November 24, 2025. Check date on [Academic Calendar](#).

Refer to: [Drops, Withdrawals & Void](#)

### Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor. There is an extensive [D2L Student help site](#) through MSU Distance Education.

## Attendance

Attendance is expected at all class meetings and you are expected to be on time when class begins. Leaving class early without prior permission will result in your being counted absent for the class session.

Professional teachers are dependable, reliable, and responsible. Therefore, candidates are expected to be on time and in attendance at every class, and to stay for the entire class. Tardiness, leaving early, and excessive absences (3) are considered evidence of lack of dependability, and are taken seriously. Candidates will receive a grade of F on the third absence. If a candidate is taking 'blocked' courses that are taught at a Professional Development School, requiring field experience, the candidate will be dropped with an F from those classes as well.

An instructor may drop a student any time during the semester for excessive absences, for consistently failing to meet class assignments, for an indifferent attitude, or for disruptive conduct. The instructor must give the student a verbal or written warning prior to dropping the student from the class. An instructor's drop of a student takes precedence over the student-initiated course drop of a later date. The instructor will assign a grade of either WF or F through the first 8 weeks of a long semester, the first 6 weeks of a 10-week summer term, or the 11th class day of a 4- or 5-week summer term consisting of 20 days. After these periods the grade will be an F. The date the instructor drop form is received in the Office of the Registrar is the official drop date.

Approximately half of the time associated with this class will be undertaken as field experience. Each student will be assigned to a mentor teacher to gain practical experience in a real classroom setting. This field experience will be integrated into class discussions and activities. Certain expectations are associated with the field experience component. Among these expectations may be included the following:

- Students will be on time for all field experiences and will remain on assignment for the duration of the allotted time. If a student is unable to be in the assigned mentor's classroom for any reason, he/she will need to make arrangements with the instructor and mentor teacher.
- Any missed time resulting from a student's absence will be made up at a time acceptable to the mentor teacher, but shall not result in missing any course class time. And must be approved by the course instructor and arranged beforehand.
- Professional dress and appearance appropriate to the mentor's classroom will be expected at all times. No eating or drinking allowed in the classrooms.
- Students must provide their assigned teacher with a completed lesson plan well in advance of the teaching date. A copy of the lesson plan must be provided to the course instructor for any scheduled visitation. You will be docked points on the graded lesson plan if you do not have a copy at the time of the lesson.



- Students are responsible for notifying the course instructor well in advance of any dates or schedule changes when they are going to teach a lesson. This notification should include the date, time, and subject of the proposed teaching.
- In order to assure that all students have the opportunity to gain from time spent in field experiences, you are prohibited from engaging in any form of distraction—this includes, but is not limited to, pagers and cell phones. Electronic communications devices will be turned off anytime the class member is in the school building.
- Inappropriate behavior in the classroom shall result, minimally, in a request to leave class and a Professional Fitness Alert will be filed for review with the college. If the instructor must file a Fitness Alert Form for any reason, including failure to demonstrate appropriate teaching dispositions, the student may receive an "F" for the course. If any student participating in the block courses exhibits any unethical behavior or engages in any behavior against school regulations/policy, he or she will be dropped with an "F." You will be participating in many activities that are class and experience related. You will receive a formal notification if any such situation arises and may result in your dismissal from the course if the behavior is not modified.

If you would like to receive notifications via a regularly checked email or via text message, you can set it up in D2L. Once you are logged in, go to the drop down by your name in the gold navigation bar. Click "notifications", then you can register an email address or mobile number and customize which notifications you would like to receive.

#### Computer/D2L Requirements

Taking this course requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. *Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.* Computers are available on campus in various areas of the buildings as well as the Academic Success Center. Your computer being down is not an excuse for missing a deadline!! There are many places to access your class. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

## Instructor Class Policies

Below are specific policies which apply to this class.

### Cell Phone Policy

As future professionals and educators, it's important to model the kind of classroom or work environment you will one day be responsible for creating. In keeping with recent statewide efforts to reduce classroom distractions and *best practices for minimizing distractions and promoting student engagement*, *cell phones are not permitted to be visible, used, or accessed during class time*, unless I specifically state otherwise for a class activity.

This course requires your full attention and active participation, and cell phones detract from both. Therefore, during class hours, phones must be: turned off or set to "silent" (not vibrate) and stored out of sight (e.g., in your bag or pocket).

Violations of this policy will result in the following:

- On the first violation (phone out or visible or rings, vibrates, or makes a noise during class), you will receive a verbal warning and be asked to put your phone away or to silence your phone.
- On the second violation you will be asked to quietly leave the classroom and you will be counted absent for the day. Any homework or in-class activities for that day will be assigned a grade of zero "0".
- On the third violation, your final course grade will drop by one full letter grade (e.g. from a "B" to a "C").
- Repeated or defiant violations may result in more serious disciplinary action, including reporting to the WCOEPS fitness committee.

If you anticipate an emergency situation requiring phone access during a specific class session, please speak with me before class begins.

### Citation and Reference Style

Students will follow the APA Style Manual, 7th Edition as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation used in the APA Style Manual, 7th Edition.

### Three Then Me Rule

Before you email me, make sure to follow the "Three then Me" rule. The "Three then Me" rule says that you search for your answer regarding the course in at least three other places before you email me. For example, if you have a question about an assignment, you could consult your syllabus, the assignment description on D2L, or another student in the class. Remember, check three sources before you email me your question. It is very likely you'll find the answer and not need to email me. If you don't find the answer, and need clarification, feel free to email me.

### Plagiarism Statement

"By enrolling in this course, the student expressly grants MSU a 'limited right' in all intellectual property created by the student for the purpose of this course. The 'limited right' shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality, authenticity, and educational purposes." [MSU Student Handbook](#)

### Inclement Weather

In the event of university closure because of inclement weather conditions or emergency situations, students should refer to the syllabus, D2L, and their university email for expectations and alternate online assignments for this course. Students who are unable to complete these assignments during a closure (for example, due to a power outage) will not be penalized.

## College and University Policies

### Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the [Schedule of Classes](#) each semester.

### Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exists in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

### Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Student Wellness Center, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

### Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

### Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by MSU TEXAS. Adult students may smoke only in the outside designated-smoking areas at each location.

### Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

### Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

### Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [Safety / Emergency Procedures](#). Students are encouraged to watch the video entitled "Run. Hide. Fight." which may be electronically accessed via the University police department's webpage: ["Run. Hide. Fight."](#)

### Obligation to Report Sex Discrimination under State and Federal Law

Midwestern State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. State and federal law require University employees to report sex discrimination and sexual misconduct to the University's Office of Title IX. As a faculty member, I am required to report to the Title IX Coordinator any allegations, personally observed behavior, or other direct or indirect knowledge of conduct that reasonably may constitute sex discrimination or sexual misconduct, which includes sexual assault, sexual harassment, dating violence, or stalking, involving a student or employee. After a report is made, the office of Title IX will reach out to the affected student or employee in an effort to

connect such person(s) with resources and options in addressing the allegations made in the report. You are also encouraged to report any incidents to the office of Title IX. You may do so by contacting:

Laura Hetrick

Title IX Coordinator

Sunwatcher Village Clubhouse

940-397-4213

[laura.hetrick@msutexas.edu](mailto:laura.hetrick@msutexas.edu)

You may also file an online report 24/7 at [Online Reporting Form](#)

Should you wish to visit with someone about your experience in confidence, you may contact the MSU Counseling Center at 940-397-4618. For more information on the University's policy on Title IX or sexual misconduct, please visit [Title IX Website](#)

#### Grade Appeal Process

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

#### Notice

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

## Course Schedule

| Day | Date   | Content  | SHAPE/TeXes 258 Standards/TEKS  | Activities/Assignment  |
|-----|--------|--|---|--|
| Mon | Aug 25 | Orientation and Syllabus <ul style="list-style-type: none"> <li>Field Experience Availability</li> <li>Remind App</li> </ul>   | **All standards and Competencies  | Background Check- due 8/25<br>CPT - Due 8/29<br>Read Ch. 1, 2, and 3                   |
| Wed | Aug 27 | Purpose, Approach, and Concepts of Elementary PE: Ch. 1, 2, 3; Appropriate Practice Guidelines for PE, National Grade Level Outcomes, TEKS, and Dodgeball Position Statement | SHAPE 3.a, 3.b; 258 Domain I, II, and III; TAC 1, 3; TEKS 116A                                | T-chart (5 pts)- Due 9/3   |
| Mon | Sep 1  | <i>Labor Day- No Class</i>   | N/A   | N/A  |
| Wed | Sep 3  | TEKS & Development of Skills Themes and Movement Concepts: Ch. 14 to Ch. 31, TEKS, National Grade Level Outcomes, Bloom's Taxonomy   | SHAPE 3.a, 3.b; 258 D II, C7; TAC 1, 3; TEKS 116A   | Get the "parts of a lesson documents" for next class.                                  |
| Mon | Sep 8  | Parts of a Lesson- Gym Day: Ch. 6  | **All standards and Competencies  | Prepare for Observation #1 (10 pts)- Due 9/12  |
| Wed | Sep 10 | Observations in Field (TBD)  | SHAPE 3.a-3.e, 4.b, 4.d, 5.c, 6.b; DI, II, III, IV, and V; TEKS 116A                          | Read Ch. 6 & 4 and Young et. al article<br>supportREALteachers.org                     |
| Mon | Sep 15 | Writing Objectives & Lesson Planning: Ch. 6 & 4, Young article, Scope & Sequence, Vertical Align., Deconstructing TEKS, Benchmarks   | SHAPE 3.a, 3.b; DIII- C7, 8, 9; TEKS 116A; InTasc 1, 2, 3, 4, 5, 7, 8                         | Objective Alignment (5 pts)- Due 9/17<br>Prepare for Observation #2 (10 pts)- Due 9/19 |
| Wed | Sep 17 | Observations in Field (TBD)  | Same as 9/10  | N/A  |
| Mon | Sep 22 | Writing Objectives & Lesson Planning: Ch. 6 & 4, Sample Lesson Plan, Best Practices Table  | Same as 9/15  | Prepare for Co-teaching (20 pts)- Due same week you co-teach, no later than 10/3       |
| Wed | Sep 24 | Co-teaching w/Reflection: In the Field   | SHAPE 2.a, 3.a-3.f, 4.a, 4.b, 6.b; DI, II, III, and IV; TEKS 116A; InTasc 1, 2, 3, 4, 5, 7, 8 | Instant Activities Hmwk (5 pts)- Due 9/29  |
| Mon | Sep 29 | Introductory Activities & Introductions: Beginning/Ending SHAPE Webinar, The PE Specialist   | 258 D3, C 7, 8, 9   | Prepare for Co-teaching (20 pts)- Due 10/3   |
| Wed | Oct 1  | Co-teaching w/Reflection: In the Field   | Same as 9/24  | Read Ch. 5 and Smith article<br>GLSP Hmwk (10 pts)- Due 10/6                           |

### Course Schedule Continued

| Day | Date   | Content   | SHAPE/SBEC/TEA Standards   | Activities/Assignment  |
|-----|--------|---|--|--|
| Mon | Oct 6  | Generic Levels of Skill Proficiency & Adapting Content: Ch. 5 & 10, GLSP Activity with lessons, Smith article | SHAPE 3.d; 258 D1, C1,2; DII, C7, 9  | Prepare Lesson Plans and Sign-up for Pre/Post Conferences  |
| Wed | Oct 8  | Teaching in the Field   | SHAPE 1.a-1.e, 2.a, 3.a-3.f, 4.a- 4.e, 5.a-5.c, 6.a-6.c; DI, II, III, IV, and V; TEKS 116A; InTasc 1, 2, 3, 4, 5, 7, 8 | Lesson Plans- Due 1 Week After Teaching<br><br>Lesson Implementation- Sign-up for Observations and Conferences<br><br>Read Ch. 11 & 12 |
| Mon | Oct 13 | Assessing Student Learning: Ch. 11 & 12, NASPE-PE Metrics, Lund & Veal Text                                   | SHAPE 6.a, 6.c; 258 D1, C1; DII, C4,5; DIV, C12; TAC 5   | Reflection Practice- due 10/20   |
| Wed | Oct 15 | Teaching in the Field   | See 10/8   | N/A  |
| Mon | Oct 20 | Assessing Student Learning: Ch. 11 & 12, PE Specialist and The PE Geek  | SHAPE 6.a, 6.c; 258 D1, C1; DII, C4,5; DIV, C12; TAC 5   | Bingo Assessment- due 10/22  |
| Wed | Oct 22 | Teaching in the Field   | See 10/8   | N/A  |
| Mon | Oct 27 | Establishing an Environment for Learning: Ch. 7, Safety Scenarios, Carousel Activity                          | SHAPE 4.a, 4.b, 4.c, 4.d; 258 D3, C8; TAC 4  | Management Quiz- due 10/27   |
| Wed | Oct 29 | Teaching in the Field   | See 10/8   | N/A  |
| Mon | Nov 3  | Learning Environment- Gym Day   | SHAPE 4.a, 4.b, 4.c, 4.d; 258 D3, C8; TAC 4  | N/A  |
| Wed | Nov 5  | Teaching in the Field   | See 10/8   | N/A  |
| Mon | Nov 10 | Unit Planning   | SHAPE Standard 3, 4, 5, 6.a; 258 DI, II, III, IV, and V; TAC 1, 3, 5, 6  | Unit Plans due to D2L- Sunday, December 7th  |
| Wed | Nov 12 | Online- Dr. Miller at NSTA Conference<br><br>Observations/Co-teach in Field                                   | N/A  | Certify Teacher- Due 12/1<br>Tk20 Submission- Due 12/1<br>Read Ch. 8 and Rosenthal et al. article<br>Ch. 8 Questions- due 11/17        |
| Mon | Nov 17 | Maintaining Appropriate Behavior: Ch. 8, Discipline Case Studies  | SHAPE 3.c, 3.d; 258 DIII, C9, DIV, C11   | N/A  |
| Wed | Nov 19 | Teaching in the Field   | See 10/8   | N/A  |

### Course Schedule Continued

| Day         | Date      | Content   | SHAPE/SBEC/TEA Standards                             | Activities/Assignment   |
|-------------|-----------|---|--|---|
| Mon         | Nov 24    | Work on Certify Teacher                                   | **All standards and Competencies                     | Certify Teacher- Due 12/1   |
| Wed         | Nov 26    | <i>Thanksgiving Break-No Class</i>                        | N/A  | N/A   |
| Mon         | Dec 1     | Maintaining Appropriate Behavior: Ch. 8, Gym Day          | SHAPE 3.c, 3.d; 258 DIII, C9, DIV, C11               | Read Ch. 9 supportREALteachers.org  |
| Wed         | Dec 3     | Instructional Approaches: Ch. 9, Nearpod                  | SHAPE 3.c, 3.d; 258 DIII, C7, DIV, C10, 11; TAC 1, 3 | N/A   |
| Finals Week | Mon Dec 8 | Finals Week: 8:00-10:00 am Document Checks, Uploads, Etc. | N/A  | Due Today- approved TK20 hours, signed observations (2), and lesson plan reflections (2). |



### References/Scientifically-Based Research/Additional Readings:

We constantly use scientific research and position statements (based on research) from the leading national organizations to keep our students up to date on the latest trends in the field. This course specifically uses the following references:

Lund, J., & Veal, M.L. (2013). Assessment-driven instruction in physical education: A standards-based approach to promoting and documenting learning. Chicago, IL: Human Kinetics.

NASPE. (2011). P.E. metrics: Assessing national standards 1-6 in elementary school. Reston, VA: Author.

Paul R. Malinowski, Jenna Fesemyer, Minsook Kim, Paige Witte, Isaiah Soto, Kami Ili Dugarte & Wesley J. Wilson (2025) Planning and Implementing a Wheelchair Basketball Season with the Sport Education Model: A Guide for Physical Educators, Strategies, 38:4, 3-11, DOI: [10.1080/08924562.2025.2498327](https://doi.org/10.1080/08924562.2025.2498327)

Rosenthal, M., Pagnano-Richardson, K., & Burak, L. (2010). Alternatives to using exercise as punishment. JOPERD, 81(5), 44-48.

SHAPE America. (2024). National Physical Education Standards. Reston, VA: Author. <https://www.shapeamerica.org/standards/pe/new-pe-standards.aspx>

SHAPE America. (2019). P.E. metrics: Assessing student performance using the national standards & grade-level outcomes for k-12 physical education. Reston, VA: Author.

SHAPE America. (2017). 2017 National Standards for Initial Physical Education Teacher Education. Reston, VA: Author. <https://www.shapeamerica.org/accreditation/upload/2017-SHAPE-America-Initial-PETE-Standards-and-Components.pdf>

SHAPE America. (2017). Beginnings and endings: Energize students from start to finish! [Webinar]. Reston, VA: Author.

SHAPE America. (2017). Dodgeball is not an appropriate Physical Education activity. Reston, VA: Author. <https://www.shapeamerica.org/standards/guidelines/upload/Appropriate-Instructional-Practices-Grid.pdf>

SHAPE America. (2009). Appropriate Instructional Practice Guidelines: A Side-by-Side Comparison. Reston, VA: Author. <https://www.shapeamerica.org/standards/guidelines/upload/Appropriate-Instructional-Practices-Grid.pdf>

Smith, S.P. (2005). Differentiating instruction across domains in physical education. *JOPERD*, 76 (8), 38-45.

supportREALteachers.org (n.d.). Home. <https://www.supportrealteachers.org/>

Texas Education Agency Commissioner's Rules Concerning Educator Standards, [Chapter 149: Subchapter AA Teacher Standards](#) (see D2L for full list)

Texas Essential Knowledge and Skills (TEKS), Texas Education Agency: [Chapter 116: Physical Education](#) (see D2L for full list)

The PE Project. (2020). Home. <http://www.thepeproject.com/index.html>

Young, S. (2016). Writing Useful Instructional Objectives in Physical Education. *Strategies: A Journal for Physical and Sport Educators*, 29 (2), 14-19.

## Appendix A: Standards/Competencies

### SHAPE National Standards for Initial Physical Education Teacher Education (2017)

Standard 1. Content and Foundational Knowledge Physical education candidates<sup>1</sup> demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective preK-12 physical education program.

- 1.a Describe and apply common content knowledge for teaching preK-12 physical education.
- 1.b Describe and apply specialized content knowledge for teaching preK-12 physical education.
- 1.c Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness for preK-12 students.
- 1.d Describe and apply motor learning and behavior-change/psychological principles related to skillful movement, physical activity and fitness for preK-12 students.
- 1.e Describe and apply motor development theory and principles related to fundamental motor skills, skillful movement, physical activity and fitness for preK-12 students.
- 1.f Describe the historical, philosophical and social perspectives of physical education issues and legislation.

Standard 2. Skillfulness and Health-Related Fitness<sup>2</sup> Physical education candidates are physically literate individuals who can demonstrate skillful performance<sup>3</sup> in physical education content areas and health-enhancing levels of fitness.

- 2.a Demonstrate competency in all fundamental motor skills, as well as skillful performance in a minimum of four physical education content areas (e.g., games and sports, aquatics, dance and rhythmic activities, fitness activities, outdoor pursuits, individual-performance activities).

Standard 3. Planning and Implementation Physical education candidates apply content and foundational knowledge to plan and implement developmentally appropriate learning experiences aligned with local, state and/or SHAPE America's National Standards and Grade-Level Outcomes for K-12 Physical Education through the effective use of resources, accommodations and/or modifications, technology and metacognitive strategies to address the diverse needs of all students.

- 3.a Plan and implement appropriate (e.g., measureable, developmentally appropriate, performance-based) short- and long-term plan objectives that are aligned with local, state and/or SHAPE America's National Standards and Grade-Level Outcomes for K-12 Physical Education.

- 3.b Plan and implement progressive and sequential content that aligns with short- and long-term plan objectives and that addresses the diverse needs of all students.
- 3.c Plan for and manage resources to provide active, fair and equitable learning experiences.
- 3.d Plan and implement individualized instruction for diverse student needs, adding specific accommodations and/or modifications for all students.
- 3.e Plan and implement learning experiences that require students to use technology appropriately in meeting one or more short- and long-term plan objective(s).
- 3.f Plan and implement learning experiences that engage students in using metacognitive strategies appropriately to analyze their own performance results.

Standard 4. Instructional Delivery and Management Physical education candidates engage students in meaningful learning experiences through effective use of pedagogical skills. They use communication, feedback, technology, and instructional and managerial skills to enhance student learning.

- 4.a Demonstrate verbal and nonverbal communication skills that convey respect and sensitivity across all learning experiences.
- 4.b Implement demonstrations, explanations and instructional cues that are aligned with short- and long-term plan objectives.
- 4.c Evaluate the changing dynamics of the learning environment and adjust instructional tasks as needed to further student progress.
- 4.d Implement transitions, routines and positive behavior management to create and maintain a safe, supportive and engaging learning environment.
- 4.e Analyze motor skills and performance concepts through multiple means (e.g., visual observation, technology) in order to provide specific, congruent feedback to enhance student learning.

Standard 5. Assessment of Student Learning Physical education candidates select and implement appropriate assessments to monitor students' progress and guide decision making related to instruction and learning.

- 5.a Select or create authentic, formal assessments that measure student attainment of short and long-term objectives.
- 5.b Implement formative assessments that monitor student learning before and throughout the long-term plan, as well as summative assessments that evaluate student learning upon completion of the long-term plan.
- 5.c Implement a reflective cycle to guide decision making specific to candidate performance, student learning, and short- and long-term plan objectives.

Standard 6. Professional Responsibility Physical education candidates demonstrate behaviors essential to becoming effective professionals. They exhibit professional ethics and culturally competent practices; seek opportunities for continued professional development; and demonstrate knowledge of promotion/advocacy strategies for physical education and expanded physical activity opportunities that support the development of physically literate individuals.

- 6.a Engage in behavior that reflects professional ethics, practice and cultural competence.
- 6.b Engage in continued professional growth and collaboration in schools and/or professional organizations.
- 6.c Describe strategies, including the use of technology, for the promotion and advocacy of physical education and expanded physical activity opportunities.

*Texas Examinations of Educator Domains and Competencies-Physical Education EC-12 (258)*

- Domain I- Movement Knowledge and Skills
- Domain II- Health-Related Fitness
- Domain III- The Physical Education Program
- Domain IV- Educating All Learners and Professional Practice
- Domain V- Constructed Response
- Competency 001 (Motor Development & Motor Learning): Apply knowledge of principles and characteristics of motor development and motor learning.
- Competency 002 (Movement Concepts & Biomechanics): Apply knowledge of biomechanical and movement concepts, principles and practices for developing, combining and integrating motor skills.
- Competency 003 (Movement Activities & Sports): Apply knowledge of techniques, skills, activities, rules, and safety practices for a variety of sports, games, and activities.
- Competency 004 (Principles of Personal Fitness and Conditioning): Demonstrate understanding of the structures and functions of body systems and the components, benefits, and principles of personal fitness, physical conditioning, and maintaining a healthy lifestyle.
- Competency 005 (Development of Health-Related Fitness): Apply knowledge of principles, procedures, and activities for developing and maintaining health-related fitness.
- Competency 006 (Health & Wellness): Demonstrate understanding of health and wellness concepts, including those related to nutrition, weight management, stress management, and social and emotional health and well-being, and analyze ways in which personal behaviors influence health and wellness.
- Competency 007 (Instruction & Assessment in Physical Education): Apply principles of effective, developmentally appropriate instruction and

assessment to prepare students who are physically educated and physically literate.

- Competency 008 (Learning Environments): Demonstrate understanding of factors relevant to learning and performance in physical education and of how to create learning environments and opportunities that promote students' development in various domains (e.g., cognitive, social, emotional).
- Competency 009 (Organization & Management): Apply knowledge of the structure, organization, goals, and purposes of physical education programs, including legal issues, supervision, planning and instruction, safety, first aid, and risk management.
- Competency 010 (Differentiation Strategies in Planning & Practice): Understand how to identify and implement developmentally, socially, behaviorally, and culturally appropriate strategies and data-driven practices to effectively teach and engage all learners.
- Competency 011 (Culturally Responsive Practices): Understand how to identify and implement culturally responsive, developmentally appropriate practices to effectively teach and engage all learners.
- Competency 012 (Data-Driven Practice and Formal/Informal Assessment): Understand the types, selection, and uses of data-driven, developmentally appropriate assessments and assessment practices to effectively support program improvement and all students' learning.
- Competency 013 (Constructed Response): In a written response, apply pedagogical content knowledge of physical education to design and implement appropriate instruction to achieve specific learning objectives.