

KSPE 7260
PROFESSIONAL PRACTICES IN PHYSICAL EDUCATION
3 SEMESTER HOURS

Dewar College of Education
Valdosta State University
Department of Kinesiology and Physical Education
Conceptual Framework: Guiding Principles (DEPOSITS)
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

REQUIRED TEXTBOOKS: NA. Select readings may be assigned and made available via library holdings or other formats. You will need access to APA 6th edition.

COURSE DESCRIPTION:

An instructional unit encompassing the dynamics impacting the professional growth and development of the physical education master teacher. Interrelationships within teaching and coaching practices are investigated.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS: (CFS)

- I. **CONTENT AND CURRICULUM:** Educators demonstrate a strong content knowledge of content area(s) that is appropriate for their certification levels.
- II. **KNOWLEDGE OF STUDENTS AND THEIR LEARNING:** Educators support the intellectual, social, physical, and personal development of all students.
- III. **LEARNING ENVIRONMENTS:** Educators create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.
- IV. **ASSESSMENT:** Educators understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.
- V. **PLANNING AND INSTRUCTION:** Educators design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.
- VI. **PROFESSIONALISM:** Educators recognize, participate in, and contribute to teaching and learning as a profession.

COURSE OBJECTIVES:

At the completion of the course the student should be able to:

1. Have a deep and broad understanding of the content and principles involving current leadership and organization in schools, legal, and safety issues of physical education and athletics (GA-VSU-CFS-I)
2. Have a broad grasp of relevant principles and theories as a guide in teaching and leadership issues (GA-VSU-CFS-I).
3. Devise sound and developmentally appropriate instructional activities (GA-VSU-CFS-I, III, IV).
4. Inspire students to learn and to participate in and appreciate physical education (GA-VSU-CFS-III).
5. Design assessment strategies appropriate to the curriculum and to the learner (GA-VSU-CFS-IV).
6. Continually select plans and evaluates curriculum to ensure a sensible, properly structured, positive physical education program that meet students needs and results in student learning (GA-VSU-CFS-I, II, III, IV, V).
7. Use assessment results to give feedback to the learner, report student progress and shape instruction (GA-VSU-CFS-IV).

8. Develop an understanding of fiscal and legal issues impacting effective teaching and coaching practices (GA-VSU-CFS-I).
9. Plan and implement developmentally appropriate and effective teaching examples including strategies and styles designed to elicit positive and successful student impressions of physical activities (GA-VSU-CFS-II, V).
10. Develop management and discipline strategies across various levels of physical education programming (GA-VSU-CFS-II, III).
11. Develop strategies and examples of effective assessments and student feedback examples across a variety of instructional settings (GA-VSU-CFS-I, IV).
12. Determine the importance and define the significance of effective advocacy strategies within the role of effective physical education (GA-VSU-CFS-VI).

COURSE OUTCOMES, ACTIVITIES, AND ASSESSMENTS:

1. Plan and implement developmentally appropriate and effective teaching examples including strategies and styles designed to elicit proper motor learning and development. (GA-VSU-CFS –I, II, IV, V). Outcome Assessment: Peer Teaching/Field Experience Project/Lesson Plans.
2. Determine the importance and define the significance of effective advocacy strategies within the role of effective physical education instruction. (GA-VSU-CFS-I). Outcome Assessment: Advocacy Flyer
3. Devise sound and developmentally appropriate instructional activities (GA-VSU-CFS-I, III, IV). Outcome Assessment: Impact on the P-12 Learner Project.
4. Use assessment results to give feedback to the learner, report student progress and shape instruction (GA-VSU-CFS-IV). Outcome Assessment: Impact on the P-12 Learner Project.

(Many requirements will require students to engage in individual/group deliberations surrounding posed problems/scenarios.)

Field Experience Project: Refer to Handout

Impact on P-12 Learner Project: Refer to Handout

Course Evaluation (Related to course activities and outcomes):

1. Class Participation	80 pts
2. Professional Development Test	20 pts.
3. Peer Teaching	100 pts.
4. Field Experience project	200 pts.
5. Impact of P-12 Learner	100 pts.
6. Advocacy flyer	<u>50 pts.</u>
	550 pts

GRADING SCALE

90 - 100 %	=	A
80 - 89 %	=	B
70 - 79 %	=	C
60 - 69 %	=	D
< 60 %	=	F

ATTENDANCE AND PARTICIPATION:

Students are expected to attend and actively participate in each class meeting in order to successfully meet the course requirements. Your participation during each classroom activity is essential to the learning process. Lack of active participation could result in a deduction of participation points. Therefore, it is necessary that you attend and participate in each of the class meetings. Students missing more than 20% of the class sessions will receive a failing grade for the course unless a documented written excuse is provided for absences. Excused absences could be illness; university sponsored activities, and family or personal emergencies. Students are responsible for obtaining any class notes and/or assignments given during the absence.

Students are expected to be on time for class and ready to participate in the classroom activities. There may be problems that arise to cause you to be late for class. When this occurs, **it is your responsibility to notify the professor immediately after the class has been dismissed.** Otherwise, your absence will stand for that day.

MAKEUP WORK/ALTERNATE ASSIGNMENTS

Make up work or alternative assignments will be determined by the professor and at the sole discretion of the professor. These assignments may or may not exactly duplicate the original and will not entitle other students to the same alternatives since they may not have experienced the same situations.

UNFORESEEN CIRCUMSTANCES

Due to unforeseen circumstances, this syllabus is subject to change and may be altered if the instructor deems necessary. If a change is necessary, the instructor will give notice to the students in the class at the appropriate time and will always be in the best interest of the students.

PROFESSIONALISM

Students are expected to be on time for class and ready to participate in the classroom activities. There may be problems that arise to cause you to be late for class. When this occurs, it is your responsibility to notify the professor immediately after the class has been dismissed. Otherwise, your absence will stand for that day.

Cell Phones:

All cell phones must be turned off during class time. Cell phones must be turned off and out of sight during tests. Any extenuating circumstances must be discussed with instructor on the day of the special circumstances prior to entering class.

DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM

Below is information directly quoted from the Academic Honesty Policies and Procedures:

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

The consequences for acts of academic dishonesty in the Dewar College of Education are:

FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern Form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). The Dewar College of Education Concern Form Policy will be followed.
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the

institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit <http://www.valdosta.edu/access> or email: access@valdosta.edu.

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

Instructor Names:

Dr. Sonya Sanderson slsanderson@valdsota.edu

Dr. George Langford glangfor@valdosta.edu

Dr. Susan Hagood syhagood@valdosta.edu

Dr. Matt Grant matgrant@valdosta.edu

TENTATIVE SCHEDULE—(SUBJECT to CHANGE)

Week	Topics
Aug. 15	Syllabus and course requirements. Introductions, Field Experience Project discussed. Impact on P-12 learner Project discussed.
Aug. 22	Lesson Planning, Curriculum Development Dr. Hagood
Aug. 29	Curriculum Development Dr. Hagood
Sept. 5	Teaching Methods, Modeling teaching styles w/activity Theory and Practice Dr. Hagood
Sept. 12	Teaching Methods Peer Teaching Dr. Hagood
Sept. 19	Classroom Management and Discipline Issues Discussion: Impact on P-12 learner Dr. Sanderson
Sept. 26	Adaptive Physical Education, Disorders, Disabilities Law and Public Education, Legislation, Modifications, IEP's Dr. Sanderson
Oct. 3	Teaching Methods (Mosston's style of teaching) Dr. Langford

Oct. 10	Sport Organization, Tournament Organization, Management & Leadership Skills, School and Sport Law Dr. Langford
Oct. 17	Teaching, Management and Athletic Organization, equipment, academics/eligibility, and consent forms, athletic travel, management of facilities, officials, injuries/AT, insurance, etc. Dr. Langford
Oct. 24	Fiscal Issues, Budgeting, and Advocacy Dr. Langford
Oct. 31	No Class: Work on Projects
Nov. 7	No Class: Work on Projects
Nov. 14	Impact on the P-12 Learner due (hard copy and in Livetext by 6:00pm) Professional Development of Teaching/Coaching, Organization of skill development and competition. Dr. Grant
Nov. 21	Thanksgiving Holiday
Nov. 28	Professional Development of Teaching/Coaching, Organization of skill development and competition. Dr. Grant