

**KSPE 8600**  
**PROFESSIONAL COACHING DEVELOPMENT**  
**SUMMER 2009**  
**3 SEMESTER HOURS**

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

***Positively Impacting Learning through Evidence-Based Practices***

**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 Resources**

***LiveText.*** This computer program subscription must be purchased at the VSU bookstore or online. You will use LiveText throughout your entire graduate program.

The readings for this course are mostly electronically accessible and will vary depending interests and selected projects. Additional course content information is provided through Websites and recommended search engines.

**Additional texts and resources:**

Alberts, C. L. (2003). *Coaching issues & dilemmas: Character building through sport participation*. Reston, VA: National Association for Sport and Physical Education.

Bridge, F. J. & Roquemore, L. L. (2006). *Management for athletic/sport administration (theory and practice)*. (4th edition). EMS books.

Coakley, J. (2004). *Sports in society*. (8th edition) McGraw Hill.  
Martens, R. (2004). *Successful coaching*. Human Kinetics  
Williams, J. M. (Ed.). *Applied sport psychology; personal growth to peak performance*.  
(5th edition) McGraw Hill.

### **Course Description**

Designed to help coaches critique their coaching behaviors, learn professional coaching standards, be updated on current coaching issues dealing with diversity, legal ethical, moral responsibilities, and title IX. Coaches will create an athlete centered sports system while applying a variety of effective coaching methods to develop athletic performance.

### **College of Education Standards addressed in this Course:**

- I. CONTENT AND CURRICULUM: Teachers demonstrate a strong content knowledge of content area(s) that are appropriate for their certification levels.
- II. KNOWLEDGE OF STUDENTS AND THEIR LEARNING: Teachers support the intellectual, social, physical, and personal development of all students.
- III. LEARNING ENVIRONMENTS: Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.
- IV. ASSESSMENT: Teachers 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: Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.
- VI. PROFESSIONALISM: Teachers recognize, participate in, and contribute to teaching as a profession.

### **NASPE National Standards for Sport Coaches (2006) addressed in this course:**

- Standard 1:** Develop and Implement an athlete-centered coaching philosophy.
- Standard 2:** Identify, model, and teach positive values learned through sports participation.
- Standard 3:** Teach and reinforce responsible personal, social, and ethical behavior of all people in the sport program.
- Standard 4:** Demonstrate ethical conduct in all facets of the sport program.
- Standard 17:** Facilitate the social and emotional growth of athletes by supporting a positive sport experience and lifelong participation in physical activity.
- Standard 18:** Provide athletes with responsibility and leadership opportunities as they mature.
- Standard 23:** Plan and implement daily practice activities that maximize time on task and available resources.
- Standard 27:** Know the skills, elements of skill combinations, and techniques associated with the sport being coached.

**Standard 28:** Identify, develop, and apply competitive sport strategies and specific tactics appropriate for the age and skill levels of the participating athletes.

**Standard 29:** Use scouting methods for planning practices, game preparation, and game analysis.

**Standard 36:** Fulfill all legal responsibilities and risk management procedures associated with coaching.

**Standard 40:** Utilize an objective and effective process for evaluation of self and staff.

### **Course Objectives (CO)**

The student will:

CO 1. devise and implement action plans to change aspects of their own coaching behavior. COE Standards (I, II, III, V) NASPE

Standards (1,2,3,4,27,28, 29, 40)

CO 2. maintain and promote professional standards. COE Standards (I, II, V) NASPE Standards (1,2,3,4, 40)

CO 3. be aware of current issues in diversity applied to coaching. COE Standards (II, III, VI) NASPE Standards (40)

CO 4. create an athlete-centered sports system. COE Standards (I, II, III, IV, V, VI) NASPE Standards (1, 2, 3, 4)

CO 5. apply a variety of teaching methods to effectively coach and develop performance. COE Standards (II, III, V) NASPE Standard (23)

CO 6. take account of legal, ethical, and moral responsibilities, including Title IX. COE Standards (I, II, III) NASPE Standard (36)

### **Course Activities/Assignments/Requirements**

1. After readings, lectures, and discussions, students will develop a list of important character traits dealing with observed good/bad sportsmanship.
2. Groups will develop strategies for teaching principles of character.
3. Individuals will complete a 3-5 page report on why character and sportsmanship in sport is important. This will be put into a Power Point presentation to deliver to the class.
4. Individuals will develop a season-long plan for implementing opportunities for their athletes to practice good sportsmanship. Specific methods they will use to provide their athletes with good lessons and good sportsmanship will be included.
5. Class discussions on their own schools and sport experiences in character education.
6. Individuals will write a 1-2 page reflection on their past sports experience describing how they learned sportsmanship.
7. A school administrator or someone who has knowledge on character education will be invited as a guest speaker.
8. Collectively as a group, students will develop guidelines for coaches working with each age level, maturational differences, and how physical size and maturity should be considered in practices.

9. Group work, each group will develop policies and guidelines for coaches in high school athletic programs dealing with diverse issues.
10. Class discussions on stories of issues dealing with diversity that they have witnessed.
11. Individuals will locate an Internet site of an advocacy organization that supports a particular group (women's rights, gays and lesbians, cultural or ethnic groups, or people with physical or mental disabilities), and write an essay to share with the class.
12. Students need to revisit their philosophies to see if what they wrote in Unit 2 is still the same in Unit 6.
13. Guest speakers: Special Ed. teacher, Special Olympic coordinator, someone who could speak on ADA and sports, a director of affirmative action office, a female coach to discuss Title IX and its impact since 1972, round table to discuss diversity issues.
14. Group work: Divide into 7 groups to cover the seven management areas, answer questions given by professor, then share with the class how to be an effective manager in their given management area. (after Power Point)
15. Class discussions on Time Management (Power Point). 15 tips for improving time management.
16. Form groups by sports coached, each group will work as a coaching staff to write down steps/procedures they will use in preseason planning, in-season monitoring and maintaining, and post-season evaluation in their sport. (after Power Point). Turned in for a group grade.
17. Individual work. Each person will interview another coach outside of class and complete a 2-3 page report dealing with team management.
18. Class discussions on player awards, team captains, duties of team captains, etc.
19. Guest speaker on effective management of a sports team.
20. Individual work. Each person will attend a game outside of their school. Students will arrive 15-20 minutes early to evaluate the pre-contest management, the components of the contest management, and the post-contest tasks. Write a 2-3 page summary detailing what was observed. Was it well managed? Could anything been done differently for more success?

Objective	Activity	Assessment
(1) devise and implement action plans to change aspects of their own coaching behavior. COE Standards (I, II III, V ) NASPE Standards (1,2,3,4,27, 28, 29, 40)	<ol style="list-style-type: none"> <li>1. Revising their coaching philosophy.</li> <li>2. Summary on diversity issues.</li> <li>3. Completing assignment on effective game management.</li> </ol>	<ol style="list-style-type: none"> <li>1. Adding/correcting/revising philosophy in LiveText. 2. Students will turn in their 1-2 page summary on an advocacy website dealing with diversity issues.</li> </ol>
(2) maintain and promote professional standards.COE	<ol style="list-style-type: none"> <li>1. Class lectures/discussions on professional standards.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will turn in an assignment using professional standards as</li> </ol>

Standards (I, II, V) NASPE Standards (1,2,3,4, 40)	2. Students will place professional standards within their LiveText portfolios.	their benchmarks for completing the assignment. 2. Students will receive a grade for placing professional standards in their LiveText portfolios.
(3) be aware of current issues in diversity applied to coaching. COE Standards (II, III, VI) NASPE Standard (40)	1. Class lectures/discussions on diversity issues. 2. Students summary on an advocacy website dealing with diversity issues.	1. Class discussions. 2. Students will turn in their 1-2 page summary on an advocacy website dealing with diversity issues.
(4) create an athlete-centered sports system. COE Standards (I, II, III, IV, V, VI) NASPE Standards (1, 2, 3, 4)	1. Form groups by sports coached. Each group will work as a coaching staff to write down steps/procedures they will use in pre-season planning, in-season monitoring and maintaining, and post-season evaluation in their sport.	1. Student will turn in completed work as a group project.
(5) apply a variety of teaching methods to effectively coach and develop performance. COE Standards (II, III, V) NASPE Standard (23)	1. Divide into 7 groups to cover the seven management areas, answer questions given by professor, then share with the class how to be an effective manager in their given management area.	1. Students will share recorded information with the class.
(6) take account of legal, ethical, and moral responsibilities, including Title IX. COE Standards (I, II, III) NASPE Standard (36)	1. Group work. Each group will develop policies and guidelines for coaches in high school athletic programs dealing with diverse issues.	1. Students will share what policies and guidelines they feel are most important to other groups in an open forum.

**GRADING SCALE**

100 -90 %	A
89-80	B
79-70	C
69 and below	F

### **Attendance Policy**

You are expected to attend all class meetings. The College of Education requires students to adhere to the absence regulations as stated in the University Undergraduate and Graduate Catalogs. Because students are being prepared to accept professional duties and responsibilities, attendance requirements are viewed as critical to developing professionalism. Students missing more than 20% of the scheduled class meetings will receive an F in the course.

### **Policy Statement on Plagiarism and Cheating**

The full text of this policy is available in the College of Education Dean's Office, EC room 227. The following penalties will be enforced, as stated in the Policy:

FIRST OFFENSE: The student will earn a "0" on the assignment, test, project, etc.

SECOND OFFENSE: The student will earn the letter grade "F" for the course.

### **Special Needs 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 sex, race, religion, color, national origin, handicap, veteran status, or sexual orientation of the individual. It is the intent of the institution to comply with the Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title IX and Section 504 of the Rehabilitation Act of 1973.

Students requesting classroom accommodations or modifications because of a documented disability must contact the Access Office for Students with Disabilities located in Room 1115 Nevins Hall. The phone numbers are (229) 245-2498 (voice) and (229) 219-1348 (tty).

### **Instructor Name**

#### **Dr. Sonya Sanderson**

Physical Education Complex  
Office 170  
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(229) 333-7161 (Secretary)

**Office Hours:** by appointment only.

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