

SUNY Cortland
Physical Education Department
EDU 255 - Basics of Effective Instruction in Physical Education

Course Information:

Credit Hours: 3.0
Semester/Year: Fall 2012
Location: 1128 / 2210 Park Center

Instructor Information:

Instructor: Dr. Helena Baert
Phone: 6077535618
Office Location: 2111 Park Center
Office Hours: TBA
E-Mail: Helena.Baert@cortland.edu

Texts/Bibliographic Materials Required:

Special Course Pack with custom binder from McGraw-Hill which includes the following texts:

1. Rink, J. (2010). *Teaching physical education for learning* (6th ed.). New York: McGraw Hill
2. NASPE (2004). *Moving into the future* (2nd ed.). St. Louis, MO: NASPE)
3. Graham, G., Holt-Hale, S., Parker, M. (2010). *Children moving* (8th edition). New York: McGraw-Hill.
4. Graham, G., Holt-Hale, S., Parker, M. (2010). *On the move: Lesson plans to accompany Children Moving* (7th edition). New York: McGraw-Hill.

EDU 255 Packet at the ASC Bookstore.

School of Professional Studies Deans' Office

John Cottone, Interim Dean
(607) 753-2829
Professional Studies Building
Room 1175

Eileen Gravani, Associate Dean
(607) 753-2702
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Room 1175

COURSE DESCRIPTION:

(A) This is an introductory course in physical education teaching methodology. The main purpose is for the student to study, practice, and acquire basic teaching skills applicable to K-12 physical education instruction. The course prepares the student for required NYS field experiences and also introduces the learner to NYS standards-based instruction, curriculum and assessment. Corequisite: EDU 256.

Prerequisites: PED 201 (with a minimum grade of C-), and cumulative 2.5 grade point average. (3.0 cr. hrs.)

GE Category 10: Basic Communication

This course fulfills GE 10b, Presentation Skills as well as Learning Outcomes 4 (develop proficiency in oral discourse) and 5 (demonstrate the ability to evaluate an oral presentation according to established criteria).

CARR and SAVE workshops:

Please note that these workshops are required for all physical education majors. You will not be able to register for PED 356, EDU 355 or EDU 454 if you have not COMPLETED these workshops. You should enroll in these workshops as soon as possible to ensure that you have completed the workshops by the time the next registration period begins.

COURSE ATTENDANCE POLICY:

Because this is a professional development course students are not allowed to miss **any** classes. Instructors will consider only those absences that are extenuating, rare, or personal in nature **provided the instructor is notified prior to the start of class**. Each absence (after the second) will accrue a 1/3 of a letter grade penalty upon the final grade total.

(If the absence is for medical reasons, **there must be a written medical excuse**, due to the instructor within 1 week of the absence.) Missing class before/after break is not considered an excused absence. Additionally:

- Two (2) “lates”= 1 absence
- 15 minutes late= 1 absence

Daily Expectations:

1. Professional bearing (on time, conduct, speech, dress).
2. Prepared for content and activity. Bring notebook and text daily for notes.
3. Positive attitude and contribution to the class.
4. Active participation in the classroom and gymnasium.

DRESS CODE:

Courses with Teaching labs (for course syllabi, field experience materials, and advisement manual)

Teacher candidates are preparing for a field where dress is relatively conservative and they should dress accordingly in their role as pre-service teachers. When teaching labs in physical education classes, collared shirts with shorts or slacks (e.g. golf type or Dockers) or a professional-looking warm-up are considered appropriate. Clothing should fit comfortably to allow for movement and demonstrations. Clothing should be clean and neat in appearance. Logos or printing on clothing should not be distracting and any message in the print should be suitable for children. Sweat pants, street shoes, jeans, cut-off shorts, and T-shirts are not appropriate for teaching.

EVALUATION OF STUDENT PERFORMANCE:

1. Academic Performance

Pedagogical Readings, Quizzes, and Curriculum Committee K-12 Scope and Sequence Chart (CF: Knowledge Base)	10%
Two Essay Style Examinations (Mid-term & Final) (CF: Knowledge Base)	40%
(*Exit competency of at least a 65% on this part of the evaluation)	

2. Professional Performance

Peer Teaching Episodes That Are Developmentally Appropriate With Videotape Analysis and Reflection (CF: Knowledge Base, Standards, Diversity, Assessment)	30%
(*Exit: 2/3s of the point total for lab C & D)	
Resource Project for a Select Activity Showing Sequences (K-12) including:	15%
• Block Plan & Sample Lesson Plans (CF: Knowledge Base, Standards) • Selection of a Developmentally Appropriate Assessment Instrument (CF: Diversity, Assessment) • Evidence of Use of Professional Literature and Other Resources	

(CF: Professional Commitments)

3. Professional Bearing Profile Assessment

5%

*** EXIT COMPETENCIES:** There are two exit competencies that must be passed in this course. Failure of either exit competency automatically earns a course grade of “E”.

Grading Scale:

100 = A+	95-99 = A	90-94 = A-	89 = B+
85-88 = B	80-84 = B-	79 = C+	75-78 = C
70-74 = C-	69 = D+	65-68 = D	60-64 = D-
59 and below = E			

GOALS/COURSE OBJECTIVES OF THE COURSE:

1. To develop the ability to evaluate learners and the instructional process using formal and informal assessment strategies. (NASPE: 5.1, 5.2, 5.3; CF: Assessment)
2. To demonstrate the ability to plan, sequence and organize developmentally appropriate sequences as well as allocate and manage resources for instruction in a standards-based environment. (NASPE: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6; CF: Standards)
3. To demonstrate the ability to utilize the proper instructional strategies/styles and varied teaching roles that promote active engagement and self motivated learning. (NASPE: 4.1, 4.3, 4.4; CF: Knowledge Base, Diversity)
4. To develop the ability to use and analyze teaching via systematic coding of teaching behaviors. (CF: Assessment)
5. To practice instructional and behavioral techniques necessary for effective classroom management. (NASPE: 4.5, 4.6; CF: Knowledge Base)
6. Use modeling, demonstration, explanation, and visual aides to link physical activity concepts to developmentally appropriate learning experiences. (NASPE: 4.2; CF: Knowledge Base)
7. To plan and implement a safe learning environment which reflects an understanding of safety and liability/legal issues in physical education. (NASPE: 4.5; CF: Knowledge Base)
8. To prepare for EDU 256 (Seminar for Field Experiences) as part of the NYS requirement.
9. To practice verbal and nonverbal communication strategies and create and use instructional cues and prompts for developmentally appropriate episodes. (NASPE: 4.1, 4.2)
 - a. develop proficiency in oral discourse (GE10b: LO4)
 - b. demonstrate the ability to evaluate an oral presentation according to established criteria (GE10b: LO5)
10. To consult and use professional literature and other resources. (NASPE: 6.2; CF: Professional Commitments)

- 11 Exhibit professional behavior that reflects a commitment and respect for the profession.
(NASPE 6; CF: professional commitments)

CLASS ORGANIZATION:

Lecture, large group instruction, small group instruction, lab work involving peer teaching episodes.

COURSE OUTLINE:

	Topic	Required Readings (Rink, 6th Ed.)
Intro	What is Physical Education about? State & National Standards Behavioral Objectives	Ch. 1: Teaching Physical Education
Lab A	Professional Introductions/ Good Beginnings	Ch. 10: Planning
Lab B	Cues, Demonstrations, Visual Aids	Ch. 4: Task Presentation
Lab C	Curriculum Design Team Practice, Skills & Feedback Extend, Refine, Apply	Ch. 7: Teacher Functions during Activity Ch. 5: Content Analysis
Behavior Management		Ch. 6: Behavior Management
Lab D	Teaching Whole Lessons	Ch. 14: Observation Tools Ch. 8: Teaching Strategies Ch. 11: Assessment Ch. 12: Content Specific Pedagogy

Teacher Education Candidacy:

If during your enrollment at SUNY Cortland you are convicted of a crime and/or have any judicial or academic integrity violations, you must notify your School's associate dean at once. Failure to do so may result in your dismissal from the teacher education program. Failure to provide truthful information may result in your dismissal from the teacher education program and may result in academic dishonesty charges (Source: SUNY Cortland Teacher Education application).

Academic Integrity Statement:

"Students in this course are expected to abide by the guidelines on academic dishonesty that are found in chapter 340 of the SUNY Cortland College Handbook (<http://www.cortland.edu/president/handbook.pdf>). As stated in these guidelines, any instance of plagiarism, cheating on examinations or other forms of academic dishonesty will be punished, most likely by the receipt of a failing grade for this course and possible dismissal from the College. The primary means for enforcing the course's policy on academic dishonesty will be a Web-based plagiarism detection service to which you will be required to submit all of the papers you write for this course."

Disability Statement:

SUNY Cortland is committed to upholding and maintaining all aspects of the federal Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. If you are a student with a disability and wish to request accommodations, please contact the Office of Student Disability Services located in B-1 Van Hoesen Hall or call 753-2066 for an appointment. Because many accommodations require early planning, requests for accommodations should be made as

soon as possible.

**SUNY Cortland Department of Physical Education
Teacher Candidate Professional Dispositions Assessment**

Teacher candidate _____ Course _____

Teacher education candidates are expected to develop and demonstrate the character, teaching, and professional dispositions identified in national, state, and institutional standards.

As a reliable judge of the named teacher candidate, provide a rating for the listed dispositions according to the following scale:

- **Target:** the teacher candidate consistently and exceptionally demonstrates the disposition and is open to learning or receiving guidance to improve his/her performance.
- **Acceptable:** The teacher candidate frequently and satisfactorily demonstrates the disposition and is open to learning or receiving guidance to improve his/her performance.
- **Unacceptable:** The teacher candidate rarely demonstrates the disposition and has no interest in learning or receiving guidance to improve his/her performance.
- **Not Applicable:** There was insufficient opportunity for evaluation of the disposition.

The candidate's demonstration of the disposition is assumed to be "acceptable" unless marked otherwise.

Dispositions	Target	Un-acceptable	Not Applicable
Passion for the subject			
Honesty and Integrity (ethical, honorable, trustworthy)			
Caring (empathetic, supportive, advocate)			
Work Ethic (organized, time efficient)			
Responsible and Accountable (reliable, leader, unbiased)			
Sees children as capable learners (encourages, supports)			
Maintains high standards (challenges self and others)			
Creates safe and nurturing classroom (considerate, aware)			
Respects diversity (accepting, fair, unbiased, promotes equity)			
Attitude toward learning (participates, enthusiastic)			
Punctuality (on time, stays for entire class)			
Commitment (dedicated)			
Respectful (respects instructor and peers)			
Receptive (responds to new ideas and feedback)			
Appearance (clean, groomed, appropriate)			

Comments:

If a disposition is unacceptable, explain the strategies already used to address the concern:

Instructor's signature _____ Date _____

Teacher candidate's signature _____ Date _____

12/14/05 The signed form is to be placed in the teacher candidate's file in the Physical Education Department Office.

**Using equipment from the Physical Education Department Equipment
PE Equipment Room for EDU 255**

(Penny Bushaw checks the equipment in and out of this room)

Please use the following guidelines when checking out equipment for EDU 255.

1. When using the equipment from the PE Dept. equipment room, you will need your SUNY Cortland student I.D. card. No exceptions! Please make sure you have your SUNY Cortland student I.D. card at all times. You will not be allowed to check out equipment unless you have this card.
 2. When using the equipment from the P.E. Dept. equipment room, it is your responsibility to count the equipment and check for any damages before returning it to the equipment room. If any equipment is missing or damaged, please tell Penny ASAP.
 3. When you check equipment out, please understand that if any of the equipment is missing or damaged, it is your responsibility to notify Penny and it is also your responsibility to pay for it or replace it. So, please take care of the equipment at all times and don't misuse it. (For example: If you are using a basketball, it should not be kicked like a soccer ball.)
 4. When you have to teach a lesson and need equipment, it is your responsibility to fill out the blue card in the equipment room and talk to Penny to arrange what equipment you will need and when you will need it. This needs to be done at least **ONE WEEK** in advance to make sure that the equipment will be available for you to use. (Please understand that we have limited equipment and you will need to speak with Penny to find out exactly what you can use.)
 5. This is your responsibility to make sure the following guidelines are followed. It's not Penny's responsibility nor is it your instructor's responsibility.
 6. For Lab B- you will be given a certain day to teach a short demonstration segment in which you will be responsible to check out 1 piece of equipment and the group that is teaching on the same day will need to go down to the equipment room and fill out 1 blue card with everyone's name and piece of equipment. The first person to get to the equipment room first will leave their SUNY Cortland student I.D. card and pick up all the equipment. More than one person can help pick up the equipment and it will need to be counted before and after class and returned.
 7. For Lab C- it will be your own responsibility to check out the equipment that you and your classmates will need for your lesson.
 8. For Lab D- it will be your own responsibility to check out the equipment that you and your classmates will need for your lesson. Also, the camera crews are responsible to pick up and return the camera on the dates that are assigned.
- Reminder for Labs B, C, and D- You will need to fill out your blue card in the equipment room at least ONE WEEK in advance!
 - Please remember that as soon as class is over, you will need to return your equipment ASAP because there are other classes that will be using this equipment. Thank you! (Penny)

Contract of Agreement
EDU: 255 Basics of Effective Instruction in Physical Education
2012-13

“Students have the right to expect”:

1. A complete syllabus on the first day of class with clearly stated assignments, course objectives, and a grading policy
2. The return of papers and written assignments in a timely manner
3. Opportunities to discuss course material outside the class with the course professor during office hours or by appointment
4. A positive learning environment

“The Instructor has the right to expect that students will”:

1. Arrive on time, are prepared for class and stay the entire class unless extenuating circumstances interfere.
2. Be actively involved in creating a successful course experience.
3. Ask for clarification or assistance when needed.
4. Share any concerns about the class in a timely fashion.
5. Read the course syllabus that outlines all assignments and expectations.
6. Inform the professor of any extenuating circumstances affecting attendance as stated in the syllabus.
7. Observe the codes of academic dishonesty, as outlined in the SUNY Cortland College Handbook, in the completion of all course work.

“Professional Responsibilities” indicative of a teacher, to be followed by the Instructor and the Student:

1. I will keep my language and dress to the standard of a professional.
2. I will hold myself accountable in honoring all aspects of the course as outlined in the course syllabus.
3. I will be responsible and take the initiative to read the course syllabus ahead of time, leaving myself plenty of time for planning and preparing assignments and testing material.
4. I will maintain a high work ethic that will allow me to produce work conducive to that of a well prepared teacher.
5. I will maintain a positive and enthusiastic attitude towards all course requirements.

By signing below and maintaining enrollment in the course, the student and teacher agree to honor the above provisions, and the course syllabus. I will expect no special treatment outside the parameters of this contract and the course syllabus. Also, I understand that if I do NOT follow the guidelines listed above, points will be deducted from my professional bearing assessment.

Instructor Signature Date

Print Student Name

Student	Signature	Date
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