

# COLLEGE OF EDUCATION



Faculty, staff and students  
strive to prepare and be professionals who are:

## *Competent*

equipped with the knowledge, skills  
and technological expertise to help  
all individuals learn and develop

## *Committed*

dedicated to the ethical practices and collaboration  
that serve as the foundation of a diverse  
and intellectually vibrant society

## *Reflective*

devoted to analyzing their own past practices  
in ways that fuel ongoing learning  
and improve future practices

*A Keystone in Building a Better Future for All*



AUBURN  
UNIVERSITY

Auburn University is an equal opportunity educational institution/employer.

College of Education  
School of Kinesiology  
KINE 3300  
Instructional Strategies in Physical Education  
Location of class: 2040 Memorial Coliseum  
<https://fp.auburn.edu/brocksj/3300>  
Spring 2014

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**1. Course Number:** KINE 3300

**Course Title:** Instructional Strategies in Physical Education

**Credit Hours:** 3 Semester Hours (Lecture 2, Lab 2)

**Prerequisites:** Admission to Teacher Education

**Corequisites:** none

**2. Date Syllabus Prepared:** January 2014

**3. Texts or Major Resources:**

Rink, J. E. (2010). Teaching physical education for learning (6<sup>th</sup> ed.). New York: [McGraw-Hill](#).  
(5<sup>th</sup> edition is acceptable)

**Recommended Resources**

[PE Central](#)

[AAHPERD](#)

[PE Links 4U](#)

[Teach PE](#)

\*Williams, N. (1992, [1994](#), or [1996](#)). Hall of Shame. *Journal of Physical Education, Recreation and Dance*.

\*Hill, G. (2001). Should kids pick the team in K-12 PE? *Strategies*, 14(4).

(\*This is purposely not a complete reference. You are encouraged to browse through the journals.)

**4. Course Description:**

- This course is designed to help prepare students to teach physical education grades K-12. This course includes a study of managerial and instruction strategies appropriate for physical education, and also utilization of systematic observation instruments to provide feedback to students during field experiences. Students will spend a significant amount of time practicing effective teaching behaviors through peer teaching and teaching in a local school. Includes field experience.

**5. Course Objectives:**

As a result of this course students will:

- Critically analyze personal experiences and common misconceptions in physical education.
- Identify common problems of beginning teachers and implement strategies for improvement.
- Identify and demonstrate characteristics of effective teaching behaviors.
- Implement equitable and developmentally appropriate managerial/instructional strategies for teaching students in physical education.
- Utilize systematic observation instruments for measuring teaching and learning outcomes.
- Demonstrate a professional commitment to becoming an informed and dedicated physical educator.
- Demonstrate willingness and enthusiasm for teaching children.
- Demonstrate the ability to work effectively and productively as a part of a group.

**6. Course Content and Schedule:**

Week 1 –Course Introduction; An Orientation to Teaching Physical Education

Week 2 – Factors That Influence Learning

Week 3 – Research on Teaching in Physical Education

Week 4 – Task Presentation & Organizational Strategies

Week 5 – Systematic Observation; Effective Teaching Behaviors

Week 6 – Content Analysis & Development

Week 7 - Developing and Maintaining a Learning Environment

Week 8 – Peer Teaching; Midterm Examination

Week 9 – Field Experience Visit & Peer Teaching

Week 10 – Field Experience

Week 11 – Video I Presentations; Field Experience

Week 12 – Field Experience

Week 13 – Field Experience

Week 14 – Field Experience

Week 15 – Video II Presentations

Week 16 – Final Exam (Live Teaching Performance)/All teaching videos are due

**7. Course Requirements/Evaluation:**Assessment

Unannounced Quizzes (no make-ups)	10%
* <u>Teaching Labs/Lesson Plans/</u> Teaching Reflections	20%
Midterm Examination	30%
<u>Student Video Presentation</u>	
-Part I	5%
-Part II	20%
<u>Final/Teaching Performance</u> (must pass at 70%)	15%

\*Please refer to the Field Experience webpage for specific grading criteria for professionalism during field experiences.

Class Discussion is expected. There are no points for class discussion, however up to 10 points may be deducted by the instructor for those students who do not participate in class discussions.

Grading Scale

93 -100 = A	(superior; substantially exceeds expectations)
86 - 92 = B	(better than average; does more than minimal requirements)
80 - 85 = C	(average; does only what is required)

70 - 79 = D (below average; does not meet minimal Alabama state standards)  
 0 - 69 = F (unacceptable)

## 8. Class Policy Statements:

**Participation:** Students are expected to participate in all class discussions and class events. A deduction of 2 points from your final grade will be assessed for sleeping or not paying attention, using a cell phone, using a computer for anything other than KINE 3300 class related material or participating in any other activity that is not strictly part of KINE 3300 class activities. This applies to class lecture and field experiences.

It is the student's responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work.

**Attendance/Absences:** Attendance is required at each class meeting. If an exam or field experience is missed, a make-up will be given only for University-approved excuses as outlined in the Student Policy eHandbook. Arrangement to make-up must be made in advance and completed within one week. Students who are absent because of illness need a doctor's statement for verification of sickness and should clear the absence with the instructor the day they return to class. Other unavoidable absences from campus must be documented and cleared with the instructor **in advance** and make-ups must be completed within one week. ***Missed Field Experiences (without prior approval from the instructor) will result in a letter grade deduction from your final grade.***

Attendance in class is mandatory. You are solely responsible for obtaining any work (including handouts, notes, discussion topics, etc) missed in the event of an absence or tardiness. For each absence (class, field experience, or any scheduled meeting), 1 letter grade will be deducted from your final grade. Absences are ONLY EXCUSED IN SERIOUS EMERGENCIES as determined by the professor's discretion. Also, you must call me if you will be late or absent. If I do not hear from you before class, I should certainly have an email or voicemail by the end of class time. ALL DOCTOR/DENTIST/TRAINER APPOINTMENTS SHOULD BE SCHEDULED OUTSIDE OF CLASS TIME. It is essential in learning to teach that you make your ideas and feelings explicit through group experiences and discussions, as well as examine your ideas in relation to those of others. If you are not present, you do not have the opportunity to do this, nor do your classmates benefit from your experiences and ideas. Tardiness will result in the deduction of ½ a letter grade from your final course grade.

**\*2 instances of tardiness = 1 unexcused absence ~ Please Be On Time!**

*Note: It is your responsibility to notify the professor immediately following class if you arrived late (recorded absences will not be altered at a later date). It is advisable to check this periodically during the semester.*

### Assignments& Quizzes:

- All assignments must be typed (unless otherwise noted).
- All assignments are due at the beginning of each class. Assignments turned in after the start of class are late and will be penalized 10 points, as well as additional deduction of 10 points per day (if you are unable to attend class on the day an assignment is due, make arrangements to turn the assignment in to me before class time on the due date). If you wait until the last minute to complete assignments, computer/technical problems WILL occur. Now that you know this, it is no longer considered a legitimate excuse. Be sure to save all work in multiple places.

- As an academic courtesy, editorial quality on all writing assignments is assumed. That is, all written work must be spell-checked and proofread before submission. One point will be deducted for EACH spelling and grammatical error.
- Unannounced quizzes will be sporadically given at the beginning of class. No questions will be repeated for those who arrive late, and no quizzes will be made up.
- Teaching labs will either be live coded or videotaped. If your lesson is to be videotaped, it is your responsibility to ensure you have an operable camera. If camera malfunction occurs, it is your responsibility to make arrangements to teach and videotape the lesson again. Teaching videos **MUST** be unedited from beginning to end of lesson (i.e., you should not stop/restart during a teaching episode). *Note: You will learn that an effective teacher is judged by the success/learning of the students, therefore be sure not only the teacher, but especially the students, are in view when videotaping. Also, keep the observer in mind; slow camera movements, reasonable distance maintaining sound, zoom sparingly.*
- Students will not be permitted to teach without a lesson plan (no LP = no teaching = absence).
- Be prompt and be prepared to start your lesson as soon as students arrive (field experiences).

Accommodations: "Students who need special accommodations in class, as provided for by the American Disabilities Act, should arrange a confidential meeting with the instructor during office hours [or by appointment] the first week of classes - or as soon as possible if accommodations are needed immediately. You must bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have these forms but need accommodations, make an appointment with the Program for Students with Disabilities, 1244 Haley Center, 844-2096."

- Honesty Code: The University Academic Honesty Code and the Student Policy eHandbook Rules and Regulations pertaining to Cheating will apply to this class.

Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions are listed below:

- Engage in responsible and ethical professional practices
- Contribute to collaborative learning communities
- Demonstrate a commitment to diversity
- Model and nurture intellectual vitality

It is your responsibility to be professional at all times when in class and out in the schools. You represent Auburn University and our program and we expect you to be a model of appropriate behavior. We expect that you will always comport yourself in class and in the schools in a manner befitting a professional teacher and an adult role model. Appropriate attitude and ethical behavior are expected (No whining, gossiping, or criticism of teachers, students, peers). Also, professionals maintain a characteristic level of professional discourse. This includes taking care that your words reflect objectivity, honesty, and the kind of nurturing expected of a teacher, regardless of your own prior experiences. Remember, you never know when you may be in contact with a prospective employer.

You are required to dress appropriately and in compliance with the standards in the schools. During lab experiences you may not wear jeans, cut-off shorts, sandals, boots, tank tops, or any article of clothing advertising bars or with writing that is inappropriate for children. NO HATS should be worn unless class convenes outside (this is also expected during our class meetings).

Professional Behaviors Expected:

- Participate enthusiastically.
- Be prepared for classes and activities.
- Be on time.
- Dress appropriately for active participation.
  - Inappropriate dress includes: Hats, trash t-shirts, tank tops, half shirts, cut-off shorts or shirts, sandals, boots, jeans, and jewelry.
- Turn off cell phones before entering class.
- Refrain from eating, drinking, and chewing gum or tobacco in class.

## 9. Field Experiences:

Field Experience days will be held at Jeter Primary School. All students should park in the row furthest from the school, enter through the main school doors, and sign in/sign out in the main office during every visit. Upon entering the Physical Education room, students must check-in with Dr. Brock/Intern/Teacher for PETE sign in. This includes being on time (15 minutes prior to first teaching time), showing an appropriate Lesson Plan, and being dressed professionally to include AU issued nametag (NOT "Hello my name is"), a watch, tucked collared shirt, appropriate shorts/pants, athletic shoes, an equipment bag, and being well-groomed. There will be a 10 point deduction from the daily teaching grade for each professional criteria not met. Students arriving without an appropriate Lesson Plan to teach from will be asked to leave and counted as an unexcused absence. ***Missed Field Experiences (without prior approval from the instructor) will result in a letter grade deduction from your final grade. This includes if you are asked to leave for not being prepared, as noted above.*** Everyone will teach one 15 minute lesson twice during each visit, followed by a debriefing session. One partner will teach while the other films, then switch roles. **Other members of the teaching group should actively observe and help when necessary without interrupting the lesson.** If you are not teaching, you will be helping (this time is not to be considered planning or down time). **Lessons should be complete for each teacher (i.e., from Set Induction to Closure with questions), and coordinated to build from first to second lesson following the schedule of content on the Field Experience webpage. All lessons must be videotaped. Weekly Reflections and Lesson Plans should be emailed as attachments to Dr. Brock before the next scheduled class meeting/field experience.**

Lesson plans must be written for each lesson taught. You must have your LP with you.  
***No LP = No Teaching = Unexcused Absence***

Dress Appropriately! You are being placed in the position of a professional teacher-Look the part! You are expected to dress neatly and for physical activity (Tucked shirt covering midsection with collar and Auburn University nametag, clean sneakers, neat hair, clean shaven, wind pants or khakis shorts/pants -No JEANS or cut-offs, sandals, clogs, or excessive jewelry). Also, please behave professionally. We are guests in the school and hopefully, *depending on YOU*, we will be invited back for these experiences for years to come.

***Not Dressed Appropriately = No Teaching = Unexcused Absence***

ID Badges: Must wear at all times while at school. Go to the LRC in Haley Center to have ID badge made (do this well in advance of our school visit).

**NOTE: Teachers who fail to report to field experience with an appropriate lesson plan, professional dress, and an ID badge will be asked to leave and counted absent for the class. The teacher's group will be expected to cover the lesson.**

Parking: In front of school- in the row farthest from the school building.

Always sign-in/out YOURSELF!

Teaching Performance Criteria:

1. Stopping/Starting protocols
2. Equipment management/protocols
3. \*Maximum participation
4. Use of student names
5. Organization
6. \*Maximum activity time-minimal instruction/management (*note differences in criteria #3 and #6*)
7. Back to the wall/Monitoring pattern, pace, view
8. Efficient demonstrations
9. Feedback (Performance & Motivational)
10. Appropriate questioning
11. Checking for understanding
12. 3 Voices
13. Positive Pinpointing
14. Challenges/refinements
15. Cross-group feedback using student name
16. Enthusiasm/urgency
17. Teachable moment
18. Guided discovery
19. Caring
20. Equity (*Must think on this one! Does not simply mean "equal" or gender-based.*)