

DOWNLOAD PDF PROFESSIONAL PREPARATION IN PHYSICAL EDUCATION

Chapter 1 : Professional Preparation and Curriculum Design in Physical Education and Sports

HPER-P Professional Practice Programs in Health, Physical Education and Recreation (cr.) P: At least sophomore standing, and approval of the instructor and the Office of Professional Practice Programs. This course is designed to provide the student with quality career-related work experience.

Other online programs at the college have electives, i. Come to understand disciplinary content knowledge, the application of content knowledge to teaching physical education, and modes of inquiry that form the bases for physical education programs and instruction Use their knowledge of students to make every student feel important. They communicate through a humane, sensitive approach that each child, regardless of ability, can succeed and will benefit from a physically active, healthy lifestyle. Have a deep and broad understanding of the content and principles of physical education, which enables them to devise sound and developmentally appropriate instructional activities. Accomplished teachers of physical education create and sustain a welcoming, safe, and challenging environment in which students engage in and enjoy physical activity. They establish an orderly atmosphere with established protocols and expectations conducive to providing maximum learning for all students. Within the contexts of their work, candidates promote authentic learning, social and emotional development, and a commitment to social justice in environments that foster respect for diversity and the dignity of all. Model and promote behavior appropriate in a diverse society by showing respect for and valuing all members of their communities and by having high expectations that their students will treat one another fairly and with dignity. Create advocates for physical education by providing opportunities for family involvement and the involvement of the broader community in the physical education program. Participate in a wide range of reflective practices that foster their creativity, stimulate personal growth, contribute to content knowledge and classroom skill, and enhance professionalism. Do not work in isolation but function as members of a large learning community. Recognizing that their responsibilities extend beyond their own classrooms, they contribute purposefully to enhancing instructional programs and improving the professional culture of their field. Courses The following physical education classes are initial and professional certification classes. The PEG level classes are used for the online professional certification or non-certification program. PEG Level courses are for initial on campus certification students only. To successfully complete this experience the candidate will complete a 30 hour placement with an assigned local physical educator. To successfully complete this experience the candidate will complete a 30 hour placement with an assigned local health educator. PEG Movement Education and Elementary Activities 3 Credits Conceptual bases, perceptual-motor development and practical applications of movement education. Development, implementation and integration of a physical education program; teaching strategies geared to the elementary level classroom with emphasis on New York and national learning standards in Physical Education. PEG School Health 3 Credits Students explores the most prevalent health and safety issues of schoolaged children and youth and examines rationale for health education, theories, methods, strategies, and techniques of health education program planning. Additionally, students will plan effective comprehensive school health education programs: A mandatory 50 participation hours at a local school must be completed for a passing grade in this course. PEG School Health Curriculum 3 Credits Students will practice strategies and methodologies needed for effectively teaching health education. Students will participate in 50 hours of field experience, if they have not already done so, and will analyze experiences as a process to improving instruction. Students will demonstrate their ability to plan for instruction by writing and implementing learning experiences that meet the National Health Education Standards. To successfully complete this experience the candidate will finish a series of modules designed to bridge the gap between the college classroom and the teaching setting. PEG Adapted Physical Education 3 Credits Designed to provide students with an exposure to education, physical education, sport and recreational programming for children with disabilities. Content focuses on variety of disabilities eligible for service under the Individuals with Disabilities Act IDEA and the ability to design,

DOWNLOAD PDF PROFESSIONAL PREPARATION IN PHYSICAL EDUCATION

conduct, and assess a physical education program that is appropriate for this population. PEG Motor Development 3 Credits Examination of principles of growth and developmental theory with an emphasis on factors affecting changes in movement potential of individuals. PEG Assessment in Physical Education 3 Credits This course will introduce the teacher candidate to assessment and its role in the physical education profession. Topics include fitness testing, integrating physical education assessment tools, and basic statistics. PEG Concepts of Teaching Sport Skills 3 Credits The purpose of this course is to give each student an in depth exposure to and an understanding of the various motor learning principles and factors influencing the acquisition of motor skills. The central focus of the course will be directed to the learning process. Age appropriate activities and instructional guidelines will be examined. This includes the variables related to the learner, the skills to be acquired and the instructional procedures that can be used by the physical educator, coach or exercise specialist. PEG Capstone in Teaching Physical Education 3 Credits The course is designed to synthesize learning from the program and capture current issues related to the physical education profession. Students will analyze, debate, and evaluate special topics through directed research of content and theory. PEG Student Teaching Credits Seven-week student teaching experience in an elementary school, Grades , and in a high school, Grades , culminating in preparation for teacher certification. PEG Student Teaching Seminar 0 Credits Student Teaching Seminar enhances the student teaching experience through opportunities to foster professional growth and guided reflection on planning, instruction and assessment of learning. The course provides a professional learning community to assist candidates in the transition to careers in teaching. Focus on health issues and concerns that ethnic minority populations face in the United States. Promotes awareness of the diversity of attitudes, values and beliefs from various cultural backgrounds. Explores traditional healing theories and practices of cultures across the world and their use among our ethnic populations today. PEG Movement Education and Physical Activity 3 Credits The course is designed as a practical and theoretical introduction into movement education and physical activity lesson planning. This course will facilitate an understanding of how physical educators can contribute to their school by being knowledgeable physical educators. A comparison of holistic modalities to conventional medical practices. May include topics such as reflexology, acupuncture, aromatherapy, meditation, massage, and herbal remedies. The elements of test construction: Candidates will become familiar with norm referenced, criterion referenced and performance instruments and will study the diagnostic teaching model of instruction. Technology will be used to simulate evaluation and statistical analysis. Focus on international health problems and solutions to reduce human pain and suffering. Topics include globalization of international health, changing environmental conditions, nutritional challenges of developing countries and industrialized nations, epidemics of non-communicable and infectious disease, maternal and child health, comparison of health care systems and the future of world health. PEG Controversial Issues in Health and Society 3 Credits Encourages critical thought on important health issues and provides a context for controversy. Explores dimensions and approaches to the study of health and society. Examines a variety of opposing viewpoints related to health science and personal health using a debate framework. Topics include euthanasia, sexuality and gender issues, human cloning, stem cell research, organ trafficking, gun control, substance abuse, etc. PEG Leadership In Physical Education and Athletics 3 Credits This course will examine the appropriate concepts relating to efficient management and leadership for physical education, sport and recreational settings. Principles and techniques of management associated with effective leaders of programs, personnel, facilities, and participants in the sport activity field. PEG Physical Education for the Exceptional Individual 3 Credits Principles and objectives of programming for exceptional individuals in physical activity. Diagnostic techniques, activity modifications, contraindicated activities and causes of disabilities. PEG Recreational Activities for Individuals with Special Needs 3 Credits Development of community recreational facilities and equipment for the handicapped from childhood through old age. Emphasis on promotion, organization and administration. Scheduling, safety, qualification of coaches, eligibility, and local league governance will be covered. PEG Social Psychology of Sport and Physical Activity 3 Credits Psycho-social development, psychological factors

DOWNLOAD PDF PROFESSIONAL PREPARATION IN PHYSICAL EDUCATION

in competitive sport and social behavior in sport contexts. PEG Health and Nutrition 3 Credits This course emphasizes basic nutritional principles and concepts, their application to personal health and relationship between food and its use by the human body for energy, regulation, structure, and optimal health. Discussion of issues in nutrition during various stages of the life cycle and specific chronic diseases. Sports Psychology 3 Credits Educates professionals in learning theoretical constructs and implementing related counseling interventions with athletes. Sport is examined as a microcosm of the larger society and how it reflects the dominant ideology of the time. Institutional interconnections between family, politics, economics and religion bring the role of sport in society into focus. Topics such as social stratification, prejudice, discrimination and collective behavior are discussed. PEG Analysis of Curriculum and Teaching 3 Credits The purpose of this course is to examine the philosophy, objectives, analysis, development, and implementation of curriculum in physical education. PEG Coaching Theory and Techniques 3 Credits Principles of effective coaching, including the role of the coach, practice planning, leadership theory, sport psychology and teaching motor skills. Special interest will be focused on early environmental influences on development. Focus will be on applying the teaching styles to various units in physical education. Development, implementation and assessment of authentic assessments in physical education included. Attention given to the presentation of research in both written and oral form. PEG Legal Aspects in Physical Education and Athletics 3 Credits The goal of the course is to enable the student to identify, analyze and understand legal issues and to discuss the ramifications of those issues in their professional lives. The course attempts to provide the student with an understanding of the legal principles relevant to educational and sport setting. The course considers the legal liabilities and responsibilities of athletic coaches, administrators and physical education instructors in the educational institutions, with review and discussion of current case law. PEG Capstone in Teaching Physical Education and Health 3 Credits Analysis and evaluation of issues, directed readings, and comprehensive exam of content and theory identified in the program. Students examine the resolution of issues for topics such as meeting the New York State Learning Standards, zero tolerance for substance abuse on athletic teams, sportsmanship, winning and losing, and the state of childhood obesity.

Chapter 2 : PE Teacher Preparation

Professional preparation in physical education Motriz, Rio Claro, v n.3, p, jul/sep. professional preparation in physical education, with the.

Fundamentals of offensive and defensive line and backfield play; technique of forward passing; outstanding rules; offensive plays; most frequently used defenses. Fundamentals of basket shooting, passing, ball handling and footwork; patterns against man-to-man defense, zone defense, and zone pressure defense-full court and half court. Strategy of playing regular season and tournament play. Fundamentals of pitching, catching, batting, base running, infield and outfield plan; offensive and defensive strategy; organization and management. An overview of the operation of athletic programs for men and women on national and state levels. Policies and procedures as they pertain to budget, facilities, eligibility, contest regulations, safety, and current trends. Introduction to community health within the public health context. PSY-B or equivalent. Reviews recent developments in mental health; implications for public health and school health programs; and roles of health educators in supportive listening, crisis intervention, and appropriate counseling and referral strategies for contemporary health issues. Survey of the dynamics of human sexuality; identification and examination of basic issues in human sexuality as they relate to the larger society. Basic personal and social factors that influence the achievement of satisfying marriage and family experiences. Lecture and demonstration of first-aid measures for wounds, hemorrhage, burns, exposure, sprains, dislocations, fractures, unconscious conditions, suffocation, drowning, and poisons, with skill training in all procedures. Comprehensive course on stress management. Intended for college students from all fields of study. Applies several stress management techniques including time management, deep breathing, progressive muscular relaxation, yoga, and study skills. To benefit most from class, students must practice stress reduction techniques outside of class. This course will increase an awareness of and provide instruction pertaining to wellness, and will assist the student in making healthy lifestyle choices. The course supports an emphasis on measurable parameters within the physical dimension of wellness and incorporates the remaining dimensions of emotional, intellectual, occupational, social, and spiritual wellness. Examines the relationship of women to health and health care. Five dimensions of health: Topical seminar in health education. An interdisciplinary approach to the study of drug use in American society. The course will examine the effects of alcohol, tobacco, and illicit drugs on the physical, mental, and social health of the individual. Professional competencies for planning and implementing secondary school curricula based on assessed needs. Effective curriculum characteristics, content standards, instructional strategies, curriculum analysis, lesson and unit structures. Preparation of lesson and unit plans. Acquaints prospective teachers with basic personal health information and provides motivation for intelligent self-direction of health behavior with emphasis on responsibilities as citizens and as teachers. Study of physiological and psychological bases for health, drugs and other critical issues, and family health. Organization of total health program involving health service, healthful school living and health instruction. Content and materials suitable for a high school health course stressed. Introduction to public health, functions of voluntary and official agencies, and textbook evaluation. Addresses the place of the teacher in community health education programs. Considers the need to program, various media and methods that may be employed, and the place of existing agencies in the program. Our enthusiastic instructional team will help you polish your strategies for academic and personal success and introduce you to the campus resources that will support you throughout your college career while you get to know your new colleagues in all four courses. Classes will be activity-centered and include numerous opportunities for fun and interesting campus and community engagement. Basic principles of nutrition, with emphasis on identification, functions, and food sources of nutrients required by individuals for optimum health and development. This course is designed to provide physical education teacher education PETE majors with performance and teaching competencies in a variety of individual and team activities across grades P There

DOWNLOAD PDF PROFESSIONAL PREPARATION IN PHYSICAL EDUCATION

will be an emphasis on instruction and practice in using professional literature online and in-print as the basis for teaching decisions. Students will participate in the teaching of peers at IUPUI and settings both in and outside of class teaching middle and high school students. Understanding and interpretation of principles of modern physical education programs. Contributions of historical programs related to development of present-day programs. A hands-on introduction to the use of microcomputers as problem-solving tools in physical education. Course content includes an introduction to microcomputers and DOS functions; word processing, spreadsheets, and database skills; and experience with graphic and sport-specific application programs. Motor learning and development principles throughout the life span. Emphasis on observing and analyzing characteristic movement behavior, motor learning, and motor performance, with application to developmentally appropriate movement experiences. Overview of basic human body structures and functions appropriate for beginning students in physical education. Fundamental concepts concerning the interaction of biological and mechanical aspects of the musculoskeletal and neuromuscular structures. Emphasis on the practical application to study and the teaching of skilled human movement. An examination of the broad spectrum of career opportunities available in the sport management profession. Special emphasis on career planning, sport management terminology and an overview of specific skills and courses required for professional preparation in sport management. An introduction to the science of exercise and human movement. Special topics in exercise physiology, sport biomechanics, sports medicine, and motor integration. A study of the scientific principles related to physical fitness and the practical application of principles to directing fitness programming in school, recreational, and corporate settings. Students will be involved in setting up, participating in, and evaluating personal fitness activities. Methods and materials of folk, square, social, and modern dance. Terminology, fundamental skills, selection, and presentation of dances. Emphasis on planning dance units and teaching of dances. Fundamentals of locomotor and non-locomotor skills, as well as experiences in creative movement activities. Instruction in rhythmic movement progressions and development of materials for unit plans. This course will focus on teaching cardiovascular fitness and resistance training activities in health and fitness settings. These concepts will be covered: Emphasis on design, planning and teaching of these activities. Theory, activity modifications and practice teaching of activities for persons with disabilities K Teaching of and participation in sports activities, some of which are not included in other skills courses in the curriculum. Includes badminton, bowling, archery, and golf. An introduction to the principles of injury prevention. Lecture and demonstration of emergency measures e. Skill training in bandaging, strapping and splinting techniques emphasized. Provides the student with knowledge of potential outcomes of preschool and elementary school motor development programs, of how to implement such programs, and of appropriate movement experiences for young children. Also provides the student with opportunities for observing and teaching young children in a structured gymnasium setting. Course provides an overview of the programmatic elements and techniques that currently exist in recreational sports. Specific topics include informal, intramural, club, and extramural programming; value of recreational sports; programming techniques; publicity and promotion; facility utilization; equipment concerns; safety; liability; and program observation. Introduction to the various methods of planning and operating sport facilities. This course focuses on progressive resistance exercise and its application in physical conditioning for the competitive athlete, the fitness enthusiast and various special populations. A study of growth and developmental characteristics of school-age youth. Emphasis is placed on motor development, performance, and the relationship to cognitive and affective behavior. Supervised teaching experiences are an integral part of the course. An introduction to the mechanics of human motion. Includes linear and angular kinematics and kinetics in the context of human motion; mechanics of fluids; mechanics of muscles; and analysis of selected sports activities. An introduction to sport sociology, in which students critically examine American sport from a social context and analyze the interrelationship between sport and American culture. Lectures, discussions, videos, guest speakers, and investigative analysis. At least sophomore standing, and approval of the instructor and the Office of Professional Practice Programs. This course is designed to provide the student with quality

DOWNLOAD PDF PROFESSIONAL PREPARATION IN PHYSICAL EDUCATION

career-related work experience. Evaluation by employer and faculty sponsor. Application of facts and principles of anatomy, physiology and mechanics to problems of teaching physical education skills and activities of daily living. Study of conditions that require physical education programs to be adapted to special needs of individuals, including analysis of normal and faulty postures. Principles and practices in application of exercises and activities for specific handicap conditions. A practical learning experience in adapted physical education with children with disabilities. Course may be repeated. A study of the nature of ethics in sport with an emphasis on current application of moral principles and values. The relationship of ethics to social issues in sport will be explored, including philosophical and historical perspectives. This course focuses on principles and processes of designing, organizing, and teaching a variety of rhythmic aerobic training forms. Topics covered include a review of basic exercise and rhythmic movement principles, how they are used to create modes of rhythmic aerobic training used in group and individual exercise programs. An overview of the field, including psychological aspects of sport performance, coaching and the relationship of exercise with mental health. Various theoretical orientations will be addressed with an emphasis on empirical research. A survey of human physiology parameters as related to physical exercise, work and the development of physiological fitness factors. Physiological foundations will be considered. Course focuses on the provision of physical activity programs in community settings for individuals with special needs. An introduction to legal principles involved in sport.

Chapter 3 : SHAPE America Journals

American Association for Health, Physical Education, and Recreation, Washington, DC. This booklet is the product of a conference of the American Association of Health, Physical Education, and Recreation, the purpose of which was to revise professional preparation guidelines in dance, physical.

These were primarily designed for the teacher applying for their first job fresh out of college. We recommend designing and bringing a professional portfolio so you can show samples of your work. Also, it may be helpful to review our interviewing tips as a part of your interview preparation. We have also included questions in health education and adapted PE that you might have to answer. You as a Teacher: Tell us a little about yourself. Why are you interested in this position? Do you prefer teaching at the elementary or secondary level? What is your best quality as a PE teacher right now? What do you need to work on the most? What task do you find most difficult as a teacher? Please share with us why? Your Physical Education Program: What are the components of a quality physical education program? How would you prioritize these components, along with giving justification for your choices? What are the top 3 goals of your physical education program? As always, there is talk of cutbacks, and it seems we always have to justify a few of our positions, PE being one of them. What would you do to convince those in decision making positions that PE in our school is important and children are learning valuable things in PE? Can you briefly detail what a minute lesson would look like in your PE class? We have heard a lot about the "New PE" i. What is this and do you plan on bringing this kind of PE to our district? How would you describe a developmentally appropriate curriculum? How do you provide for individual differences in your class? Would you be interested in this? Our parents are very active and involved in the education of their children. How will you work towards quality communication and dialogue with the parents? How do you plan to resolve any conflicts that may arise with parents? Our school is focusing on integration throughout the curriculum. How do you see physical education fitting into this? Can you give me some examples of ways you feel that collaborative efforts between you and the classroom teachers could be achieved? Do you have any ideas on how we might promote our PE program in the community? Convince us that this happens and how you can demonstrate that learning will occur in your PE class? There is a big push in our school district to significantly raise our physical fitness test scores. How would you go about doing this? How do you feel about the inclusion of individuals with disabilities in your classes? Are you open to this and do you have experience with this? Do you have any experience using technology in your physical education program? If so, elaborate on those experiences? How do you feel about it? Do you see any advantages to having Internet access as a PE teacher? Give specific examples how you would use the Internet for your own professional development and with your students. Our state is putting pressure on us to integrate technology into our curriculum? How can this be done in PE? How do you handle discipline problems? What are your classroom management strategies? What do you do to minimize discipline problems? What do you expect to be doing 1 and 5 years from now? Could you elaborate on any of the current reform documents that have recently been recognized as guiding physical education today? What professional organizations do you belong to? What professional physical education journals do you read? What is the last professional conference you attended? Our district is moving away from the more traditional approach to teaching physical education and moving towards the New PE where the emphasis is on more skill development. We would like to put together a promotional package that would explain this new PE approach. What are some of the things you would put in that package? We just received this email. How would you respond? The student body has received word that Physical Education and Health classes will possibly be dismissed to be replaced with other more "beneficial" classes. A group of friends and I are making a presentation to be presented to the school supporting gym and health classes. In the presentation we will support the classes and try and show all the possible positive effects that it has on the students. The students at our high school do not believe the classes should be replaced and that's why I am writing to you. We would be

DOWNLOAD PDF PROFESSIONAL PREPARATION IN PHYSICAL EDUCATION

very grateful if you could reply with any possible stats, graphs, information, pictures, etc Thank you very much. Closing Questions for PE Teachers: Are there other things you would like to share with us that will help us to understand you and your teaching philosophy better? We are interviewing a number of other candidates for this position? Why should we hire you? As opposed to someone else? Where do you see yourself in 5 years? Do you have questions for us that you would like to ask? Would we see that your classes as being more teacher- or more learner-centered? How might Skills-based Instruction influence how you teach? Can you give an example? What would be the top three goals of your health education curriculum? Using that content area, what are some ways you could you collaborate with four different persons, each one representing a different component of the Coordinated School Health Program? What are some ways you might communicate with parents during the year? Technology How might you use technology to assist you in your teaching? Give us a few examples. Our district has as a goal that each content area will require students to utilize technology as a learning tool. How might you do this? Professionalism If you had to choose three health-related documents, on a national level, that have most influenced the type of health educator you have become, which ones would you pick, and why? What professional health education journals do you read? Scenario Questions A student in grade 7 calls another student a "faggot". How do you deal with it? Your administration tells you that you should teach an "abstinence only" sexuality curriculum. A freshmen girls comes to you and confides that her boyfriend is pressuring her to have intercourse. What do you say to her? They want your help in finding this out. What do you say? Closing Questions We have one position open that involves teaching four classes of health a day and one of physical education. How do you feel about teaching in a position such as this? Adapted Physical Education Questions: How do you establish Present Level of Performance? How will you establish the expectations of each child as far as gross motor ability? Have you worked with children varying from physically impaired but mobile with assistive devices to wheelchair bound to non verbal to children with autism? Do you modify the curriculum from the regular education students to meet the needs of the ESE students? Will you follow the state curriculum frameworks? What concerns do you have for teaching a diverse population? Do you have any specific training specifically in Physical Education for Children with disabilities? As the new APE teacher

Chapter 4 : Professional Preparation Program in Physical Education : IUPUI Bulletins

Note: Citations are based on reference standards. However, formatting rules can vary widely between applications and fields of interest or study. The specific requirements or preferences of your reviewing publisher, classroom teacher, institution or organization should be applied.

Chapter 5 : PE Central: Portfolio Information for Physical Education Teachers

Quraishi, Abdul S., Study of the Programs of Pro-fessional Preparation in Physical Education Colleges in India. Comparison of the Programs with the Recommendations.

Chapter 6 : Professional preparation programs of physical education teachers in Norway, Sweden, and De

An overview is given of the progress of physical education teacher education from through The teaching of physical education gained the status of a profession during the 's, when normal schools were expanded into teachers colleges and four year teacher preparation programs. The.

Chapter 7 : Physical Education (Online, Professional Certification) < Canisius

Historical review of Professional preparation of Physical Education in United Kingdom: The interest of British Game and

DOWNLOAD PDF PROFESSIONAL PREPARATION IN PHYSICAL EDUCATION

Sports, and outdoor activities is world.

Chapter 8 : PECAT | Teacher Training Manual | Healthy Schools | CDC

Professional preparation programs of physical education teachers in Norway, Sweden, and Denmark. Polidoro JR. PMID: [PubMed - indexed for MEDLINE] MeSH Terms.