The College of Education CAREs

The College of Education is dedicated to the ideals of Collaboration, Academic Excellence, Research, and Ethics/Diversity. These are key tenets in the Conceptual Framework of the College of Education. Competence in these ideals will provide candidates in educator preparation programs with skills, knowledge, and dispositions to be successful in the schools of today and tomorrow. For more information on the Conceptual Framework, visit: www.coedu.usf.edu/main/qualityassurance/ncate_visit_info_materials.html

1.0 Course Prefix and Number: PET 6716

2.0 Course Title: Analysis of Teaching

3.0 Instructor: Dr. Nell Faucette, 974-4658, faucette@tempest.coedu.usf.edu

4.0 Course Prerequisites: Students enrolled in this course must satisfy the graduate program entrance requirements outlined in the College of Education section of the University of South Florida’s Graduate Handbook, as well as meet any entrance requirements needed by the School of Physical Education, Wellness, and Sport Studies. Permission of instructor required.

5.0 Course Description: The purpose of this course is advanced study of teaching behaviors in physical activity settings. It includes a review of current sport pedagogy research and involves the use of observation systems and other data collection strategies related to the analysis of instructional effectiveness. Students complete individual projects to develop analytical skills related to the process of evaluating their own teaching.

6.0 Course Goals and Objectives:

As a result of this course, students will:

6.1 Understand contemporary pedagogy in physical education.

   6.1.1 Identify and describe effective pedagogical practices for physical education through a survey of research and best practice as described in the leading journals and texts. NASPE 3, 4; CF 2, 5, 6; AP 2, 4, 5, 6, 7, 8, 9
6.2 Understand and value the process of self-reflection for professional development.

6.2.1 Identify and use a variety of observation and other data collection methods for self-analysis/reflection regarding effective teaching behaviors. NASPE 4; CF 2, 3, 6; AP 2, 4, 5, 7, 8, 9

6.2.2 Design an action research project that helps them reflect on their own practices while modifying as needed or appropriate. NASPE 7; CF 2, 3, 4; AP 7, 12

6.3 Understand the process of using students’ feedback in their development as teachers.

6.3.1 Identify and use a variety of observation and other data collection methods to evaluate their students’ experiences in physical education classes. NASPE 4; CF 2, 3, 6; AP 2, 4, 5, 7, 8, 9

7.0 **Content Outline:**

<table>
<thead>
<tr>
<th>Wk 1: 8/28-9/3</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research on Teaching/PE</td>
<td>Ch. 3 (Rink) &amp; PowerPoint</td>
<td>Trend paper &amp; action research article review. Discussion (of another class member’s assignment.)</td>
<td></td>
</tr>
<tr>
<td>Wk. 2: 9/5-9/10</td>
<td>Teaching/Learning Process; Task Presentation</td>
<td>Ch. 1 (Rink) &amp; PowerPoint Ch. 5 (Rink) &amp; PowerPoint Article (cues)</td>
<td>Prepare task presentation script/plan (see rubric) Outline 1 article on cues. Discussion (of another class member’s assignment.)</td>
</tr>
<tr>
<td>Wk. 3: 9/11-9/17</td>
<td>Content Analysis &amp; Development</td>
<td>Ch. 6 (Rink) &amp; PowerPoint</td>
<td>Developmental Analysis of Content Assignment &amp; Rubric Discussion (of another class member’s assignment.)</td>
</tr>
<tr>
<td>Wk. 4: 9/18-9/24</td>
<td>Designing Learning Experiences &amp; Tasks</td>
<td>Ch. 4 (Rink) &amp; PowerPoint</td>
<td>Protocols Lesson Plan &amp; Rubric Discussion (of another class</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topic and Details</td>
<td></td>
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</tbody>
</table>
| Wk. 5:   | 9/25-10/1 | Developing/Maintaining a Learning Environment  
Dev. Ch. 7 (Rink) & PowerPoint  
4 additional management sources  
Management Plan & Rubric  
Discussion (of another class member’s assignment.) |
| Wk. 6:   | 10/2-10/8 | Event & Duration Recording  
“Evaluating and Improving Teachers’ Instructional Skills,” (in Course Documents)  
Read chapter. Practice using each recording form at least once on either live or videotaped classes in K-12 school settings. Discussion (of another class member’s assignment.) |
| Wk. 7:   | 10/9-10/15| Teacher Functions during Activity  
Ch. 8 (Rink) & PowerPoint  
Read about “Teacher Feedback” in text on pages 368-370 (Ch. 15, Rink). Read about “Teacher Movement” in text on pages 373-375 (Ch. 15, Rink).  
Use event recording to code the Teacher Feedback of a self-recorded (videotaped) lesson teaching in a K-12 setting (Use form in Faucette’s chapter or page 369 in text). Also, record “Teacher Movement” in another lesson (see page 375 in text). Write reflection of analyses. |
| Wk. 8:   | 10/16-10/22| Teaching Strategies  
Ch. 9 (Rink) & PowerPoint  
Chs. 1 & 2 (Mosston & Ashworth)  
Discussion topic on teaching styles. Post & respond. |
| Wk. 9:   | 10/23-10/29| Teaching Strategies  
Mosston & Ashworth text. (Chapters on 7 different teaching styles included in the assignment)  
Plan lesson based on the Teaching Style assigned. Teach lesson, videotape, analyze, write reflection. Discussion (of another class member’s assignment.) |
<table>
<thead>
<tr>
<th>Wk. 10: 10/30-11/5</th>
<th>Student Motivation, Inclusion</th>
<th>Ch. 10 (Rink) &amp; PowerPoint</th>
<th>Discussion topic on student motivation. Post &amp; respond.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wk. 11: 11/6-11/12</td>
<td>Same as Wk. 10</td>
<td>Same as Wk. 10</td>
<td>Student Questionnaire Post &amp; respond.</td>
</tr>
<tr>
<td>Wk. 12: 11/13-11/19</td>
<td>Observation Techniques &amp; Tools</td>
<td>Ch. 15 (Rink) K-12 Teaching Goals (Course Documents)</td>
<td>Respond to class situations. Post &amp; respond.</td>
</tr>
<tr>
<td>Wk. 13/14: 11/20-12/3</td>
<td>Professional Teacher &amp; Continuous Learner</td>
<td>Ch. 14 (Rink)</td>
<td>Teaching Analysis Project Week 14: Post and submit (for grading) Summary Report by Wednesday. Respond to class member’s assignment.</td>
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<tr>
<td>Wk. 15: 12/4-12/8</td>
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<td></td>
<td>Discussion topic. Post by Wednesday. Respond by Friday midnight.</td>
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</table>

***All Assignments to be posted for discussion must be on the Discussion Board by THURSDAY NOON. Discussion must be completed by SATURDAY 5:00 pm. Assignments must be submitted to the instructor for a grade by SUNDAY NOON. (EXCEPT FOR WEEKS 14 AND 15, SEE ABOVE)***

**8.0 Evaluation of Student Outcomes:**

Students will be evaluated by means of assignments and projects completed including research reviews, video analyses of peer teaching using a variety of observation techniques, and several written projects. Students will also participate in cooperative group tasks.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
<th>NASPE</th>
<th>CF</th>
<th>AP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trend Paper</td>
<td>5</td>
<td>3</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Task Presentation*</td>
<td>10</td>
<td>8</td>
<td>2, 4, 5</td>
<td>2, 3</td>
</tr>
<tr>
<td>Dev. Analysis of Content</td>
<td>5</td>
<td>8</td>
<td>2, 4, 5</td>
<td>2, 3</td>
</tr>
<tr>
<td>Protocols Plan*</td>
<td>10</td>
<td>4</td>
<td>2, 6</td>
<td>2, 4, 5, 7, 8, 9</td>
</tr>
<tr>
<td>Management Plan*</td>
<td>10</td>
<td>4</td>
<td>2, 6</td>
<td>2, 4, 5, 7, 8, 9</td>
</tr>
<tr>
<td>Duration/event analyses</td>
<td>10</td>
<td>7, 8</td>
<td>1, 2, 3, 4, 5</td>
<td>2, 6, 7, 11, 12</td>
</tr>
<tr>
<td>Teaching Styles Lesson*</td>
<td>15</td>
<td>3, 4</td>
<td>2, 3, 5, 6</td>
<td>2, 4, 5, 7, 8</td>
</tr>
<tr>
<td>Student Questionnaire</td>
<td>5</td>
<td>7, 8</td>
<td>1, 2, 3, 4, 5</td>
<td>2, 6, 7, 11, 12</td>
</tr>
<tr>
<td>Teaching Analysis Project</td>
<td>15</td>
<td>7, 8</td>
<td>1, 2, 3, 4, 5</td>
<td>2, 6, 7, 11, 12</td>
</tr>
</tbody>
</table>
Class discussion 15

TOTAL 100 points

9.0. Grading Criteria:

A+ = 97.5 - 100, A = 93.5 - 97.49, A- = 90 - 93.49, B+ = 87.5 - 89.99,
B = 83.5 - 87.49, B- = 80 - 83.49, C+ = 77.5 - 79.99, C = 73.5 - 77.49,
C- = 70 - 73.49, D+ = 67.5 - 69.99, D = 63.5 - 67.49, D- = 60 - 63.49

10.0 Textbook(s) and Readings:


11a. ADA Statement: Students with disabilities are responsible for registering with the Office of Student Disabilities Services in order to receive special accommodations and services. Please notify the instructor during the first week of classes if a reasonable accommodation for a disability is needed for this course. A letter from the USF Disability Services Office must accompany this request.

11b. USF Policy on Religious Observances: Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second class meeting.

Additional References


In addition, students will survey recent journals related to research and best practice in physical education including: