

Florida International University
Physical Education Teacher Education
Department of Curriculum & Instruction
PEO 4004
PRINCIPLES AND PRACTICES OF COACHING
Spring 2016
Fridays: 5pm- 7:30pm
PC 332

Instructor: Noemi Zaharia, MS
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Office Hours By appointment or after class

Text

Martens, R. (2012). *Successful Coaching*. (4th Ed.). Human Kinetics. Champaign, IL The ISBN is: 978-1-4504-0051-0 or 1-4504-0051-5

I. Course Description

This course is required in the undergraduate certification (K-12) physical education program. It can be used for recertification and will satisfy the "Coaching Theory" component of the proposed State of Florida coaching certification. The course provides knowledge and experiences which contribute to the development of effective coaching behaviors in diverse settings.

II. COE Conceptual Framework

The desired future of the College of Education (COE) at *Florida International University* is *one in which candidates, faculty, and staff embrace the shared experiences of a diverse, international, professional learning community*. (Vision Statement of the Conceptual Framework of the College of Education – Revised 2007, p.1). The three major outcomes become the lens through which each program organizes learning experiences and contributes to the vision and aim of the College. The outcomes include: a) Unit Content Outcome: Stewards of the Discipline (Knowledge); b) Unit Process Outcome: Reflective Inquirer (Skills); and c) Unit Dispositions Outcome: Mindful Educator (Dispositions). The desired performance learning outcomes, or institutional standards, of teacher candidates at the initial level are aligned with state and professional standards (e.g., FEAPs, INTASC).

III. Program Standards/Competencies Covered in Course

This course is aligned with the standards, principles, competencies, and practices of: Florida Educator Accomplished Practices (FEAP) Florida Department of Education (FLDOE), Interstate New Teacher Assessment Consortium (INTASC), and National Association for Sport & Physical Education (NASPE).

Florida Educator Accomplished Practices (FEAPs)
<http://coeserver03.fiu.edu/efolio/feap.htm>

Accomplished Practice #3: Continuous Improvement: The pre-professional teacher realizes that she/he is in the initial stages of a life-long learning process and that self reflection is one of the key components of that process. While her/his concentration is, of necessity, inward and personal, the role of colleagues and school-based improvement activities increase as time passes. The teacher's continued professional improvement is characterized by self-reflection, working with immediate colleagues and teammates, and meeting the goals of a personal professional development plan.

Florida Department of Education—Physical Education K-12 (FLDOE)

<http://www.fldoe.org/asp/ftce/pdf/63PhysEduK-12.pdf>

- **Competency 2-** Knowledge of curricular theory and development.
- **Competency 3-** Knowledge of instructional strategies.
- **Competency 4-** Knowledge of human growth, motor development, and motor learning related to physical activity.
- **Competency 5-** Knowledge of skill and movement principles in physical activity.
- **Competency 6-** Knowledge of health and wellness and its relationship to physical activity.
- **Competency 7-** Knowledge of principles of social and emotional development through physical activity.
- **Competency 9-** Knowledge of supervision management and laws and legislation that apply to the learning environment.
- **Competency 10-** Knowledge of appropriate rules, strategies, and terminology.
- **Competency 11-** Knowledge of professional development and advocacy strategies.

Interstate New Teacher Assessment and Support Consortium Standards (INTASC)

- Principle #1 The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
- Principle # 2 The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.
- Principle # 3 The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
- Principle # 6 The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- Principle #7 The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- Principle # 9 The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

National Association of Sport and Physical Education (NASPE)

Standard 1—The professional demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Standard 2—The professional demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Standard 5—The professional exhibits responsible personal and social behavior that respects self and others in physical activity settings.

IV. Course Objectives

Upon completion of PEO 4004 the students will be able to demonstrate an understanding of:

- concepts of human growth and development, and their relationship to athletic coaching in diverse settings.
- principles of bio-mechanics and exercise physiology, and their application to athletic coaching.
- the ability to analyze the psychological and sociological aspects of athletic coaching.
- instructional strategies used in athletic coaching in diverse settings.
- principles of organization and management as they relate to athletic coaching.

Topics Discussed:

Growth and development of athletes

Physiology and bio-mechanics

Psychology of coaching

Instructional strategies

Organization and management

Legal aspects of coaching

Ethical behavior of coaches

Professional preparation and development

V. Performance Goals and Student Responsibilities

Class Activities:

Information will be presented using a variety of learning styles including lecture, group work and AV materials. Students are expected to contribute to the "flow" of the class discussion and/or presentation.

Attendance:

Students are expected to attend all class sessions, and to be on time.

Attendance is mandatory for exams and group presentations. Participation assessed at both the physical and cognitive level.

VI. Course Requirements and Grading Standards

Assignments: ALL WRITING ASSIGNMENTS MUST BE TYPED (proofread and spell-checked)!!!

1) **Coaching Objective Report:**

Find an article, or book, or movie written about a successful coach. Search for evidence of this coach's major objectives and priorities in working with athletes. Write a report on what you find, identifying these coaching objectives and which ones you think are most important to this coach. Provide supporting evidence by discussing this coach's statements and behavior that communicate the objectives and priorities you have identified.

There is a 2 page maximum assignment and please provide me the title of article or book. Be sure to site using APA style.

Due Date: 2/3- on Blackboard- name the file" Coaching Objective report"

#2 and #3 are a TaskStream assignment!- due before 3/24/2017

2) Develop your own personal **Action Plan for Coaching**. This plan will address each of the following topics: 1) *A Personal Philosophy*, 2) *Academics* and 3) *Public Relations & Promotions (PR)*. The action plan must include the professional ethics of coaches as physical educators, the methods coaches will implement to advocate for the profession, and a variety of options for professional development at the personal and organizational level.

"Philosophy" statement tells the reader how you communicate what you believe about your athletes, your sport and your capacity to achieve your goals.

"Academics" refers to acceptable GPA's, what is needed to play, practice, etc? What warrants a visit to study hall? What does study hall look like? Who gets a tutor? Who checks eligibility, attendance, behavior? How does coach interact with other faculty/administration regarding academics?

"PR" section tells the reader what you plan to do to attract players, promote your team, and attract fans. Is there a relationship with media – what does that look like? Will you fundraise? What is needed to get that done?

This is a document that you would consider presenting to a prospective employer as it will clarify your views regarding important components of the role you intend to play as a COACH (i.e. Communication with all stakeholders, Your Ethics, and Role as a Teacher/Mentor). As you prepare the document, consider how you wish to represent yourself and be received by those who will read about and assess you. The outcome of the writing should be a 2 page document that clearly defines you as the professional you wish to be! [Do **not** exceed the 2-page limit]

Due Date: 2/24 on Blackboard- name the file" Action plan for coaching"

3) Practice Session

Working in groups of no more than 4, prepare a 30 minute practice in which the class will participate. The group will administer a well-planned practice session and is expected to support, encourage, and provide immediate and specific feedback to students to promote student achievement. It will be evaluated if the group designed proficient professional goals to strengthen the effectiveness of instruction based on students' needs by critically evaluating their performance and reflecting back on their implementation of the planned practice session. A practice outline must be created and turned in at the time of the scheduled group practice (points 1-6). The document submitted in Blackboard and also uploaded into Taskstream will contain a reflection which has the candidate identify areas to improve and areas of strength which emerged during the practice implementation (point #7). You MUST be dressed for activity on these days!

Practice Plan Requirements

1. Date, time, and length of practice
2. Objective of the practice (Age appropriate)
3. Equipment needed
4. Warm-up
5. Review/Teaching and practice of old/new skills
6. Coach's comments (Closure)
7. Evaluation of practice (REFLECTION-COMPLETED AFTER PRACTICE SESSION)

Due Date: Practice plan- DUE on 4/21- on Blackboard- name the file "Practice session"

Practical- TBA- depending on the group you are in you will conduct your practice session on either 3/24, 3/31, 4/7, 4/14, 4/21

4) There will be a **Final Exam – 3/10**

5) Chapter Presentation:

Each group will be responsible for a chapter from the text. The group will provide 5 questions from their assigned chapter which might be included in the final exam pull of questions. We will discuss the specifics

6) Professionalism (Attendance/Class Participation)

Interactive participation is a significant and essential component of the class; this requires you to attend class regularly and timely completion of the readings so that students are informed about the topic under consideration as well as participation in the group presentations. PARTICIPATION IS MANDATORY FOR GROUP PRESENTATIONS.

Technology:

Blackboard will be available to you for additional information, resources, and online assignments.

POINT SPREAD (Subject to Change)

Coaching Objective Report	10 Points
Action Plan For Coaching	15 Points
Practice Session (Group Project)	20 Points (10 for paper+ 10 for coaching)
Chapter Presentation (Group Project)	5 Points
Professionalism (Attendance/Participation)	25 Points
Final Exam	25 Points
Total	100 Points

Final grades will be based on a strict percentage rating:

A = 93% and above

A- = 90-92%

B+ = 87-89%

B = 83-86%

B- = 80-82%

C+ = 77-79%

C = 73-76%

C- = 70-72%

D+ = 67-69%

D = 63-66%

Syllabus/Course Requirements are subject to change at the instructor's discretion and with appropriate notification time to students!

VII. Taskstream efolio Artifact

This course requires you to use a TaskStream account for uploading your critical assignment for the Florida Teacher Certification and other College of Education purposes. Your Taskstream account will be used in many FIU College of Education courses. It also offers you storage space and web folio development for your professional use.

College of Education website at <http://education.fiu.edu/taskstream> provides detailed information and downloadable instructions about:

How to purchase a new account

How to enroll into the program/course

How to upload your artifact

How to document your field hours

Frequently asked questions (FAQs – including, pricing, technical related issues, help information, etc.)

COE provided training workshop schedule

Once you have a TaskStream account, you will need to self-enroll in an assessment program that houses this course. The program code to self-enroll for this course is **TBA**

Please sign up for an account.

For help, go to:

TaskStream

800-311-5656

help@taskstream.com

COE Taskstream Website <http://education.fiu.edu/taskstream/>

[COE IT Department, ZEB 269](#)

[305-348-6305](#)

coesupport@fiu.edu

[COE Computer Lab, ZEB 165](#)

[305-348-6134](#)

VIII. SPECIAL NOTES:

1. You are required to do the assigned reading.
2. Electronic Devices.....all of them..... will be set to an “off” or if necessary, a “vibrate” position. You will not use a cell phone while in the classroom - no games, no cleaning out the mailbox, etc.
3. Hats are not to be worn at any indoor class session.
4. No make-up work will be permitted. If you are absent on a day when you are scheduled to teach or to give or take an exam, you will simply lose the points for that assignment.
5. If personal issues (such as a disabling condition) preclude your ability to feel successful in this class, please inform the instructor immediately so that a satisfactory resolution can be pursued.
6. If you are responsible for a youngster who may, on any given day, inhibit your ability to attend class at some point through the term, consider bringing him/her to class - not a problem.
7. ***Syllabus is subject to change at instructor’s discretion and with due notice to students.***

IX. Academic Integrity Statement

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook.

Misconduct includes: Cheating – The unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not. Plagiarism – The use and appropriation of another’s work without any indication of the source and the representation of such work as the student’s own. Any student, who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is responsible for plagiarism.

X. DISABILITY RESOURCE CENTER (<http://drc.fiu.edu/>)

The Disability Resource Center’s mission is to provide FIU students with disabilities the

necessary supports to successfully complete their education and participate in activities available to all students. If you have a diagnosed disability and need assistance or instructional accommodations, please contact the Center at 305-348-3532 or visit them at the Graham Center (GC) 190.

XI. Policy for Assigning an Incomplete “I” Grade:

An incomplete grade is a temporary symbol given at the discretion of the instructor for work not completed because of serious interruption not caused by the student’s own negligence. An incomplete must be made up as quickly as possible, but no later than two (2) consecutive semesters after the initial taking of the course or it will automatically default to an “F” or the grade that the student earned in the course. There is no extension of the two (2) semester deadline. You must not register again for the course to make up the incomplete. If you have an incomplete grade on their records must remove the incomplete by the end of the fourth week of the term in which they plan to graduate. Failure to do so will result in a cancellation of graduation.

In such cases where the course instructor determines that it is appropriate to award a student a grade of “I” (incomplete) the following steps must be followed. Using an Official University Form, the course instructor will report the following:

- 1 The grade earned by the student to date.
- 2 The missing work and the percentage of the final grade it represents (this requires the details of the specific missing assignment).
- 3 The date the instructor expects the missing work to be submitted or in the case of an examination made up.
- 4 The justification for awarding the grade of “I”.
- 5 Have the student sign the form.
- 6 Submit the form to the Department Chair and Dean, and maintain a copy for instructor records and provide a copy for the student.
- 7 Upon satisfying the requirements for a grade, the instructor will sign off on the form and attach it to the change of grade form she or he will submit.

Syllabus is subject to change at instructor’s discretion and with due notice to students

Course Schedule

1/13- Class Introduction

1/20 - Chapter 1, 2, 3,

1/27 -Chapters 4, 5, 6,
Group & Chapter Selection

2/3 - Chapters 7, 8, 9,

Coaching Objective Paper Due

2/10- Chapters 10, 11, 12

2/17 - Chapters 13, 14, 15

2/24 - Chapters 16,17,18

Coaching Action Plan Due

3/3 - Chapters 19, 20

3/10 - Final Exam

3/17 - NO CLASS- SPRING BREAK

3/24 - Group Presentation- groups #1,2

3/31 - Group Presentation- groups #3,4

4/7 - Group Presentation- groups #5,6

4/14 - Group Presentation- groups #7,8

4/21- Group Presentation- groups #9, 10

UPLOAD TO TASKSTREAM