

VIII. PHYSICAL EDUCATION K-12 TEACHER CERTIFICATION

ExSTEP

EXERCISE SCIENCE TEACHER EDUCATION PROGRAM

ExSTEP

Exercise Science Teacher Education Program

MISSION

To prepare teacher candidates to:

- Become certified Physical Educators who take an active leadership role in the physical education profession.
- Promote the importance of physical activity and well being.

VISION

- An accredited NASPE Program (meet or exceed standards).
- Produce the next generation of leaders, innovators, and improvers of K-12 Physical Education Programs.
 - Knowledge
 - Skill
 - Motivation/Values

FACULTY CREED

- Employ adult learning principles.
- Initiate, maintain interactive relationships with the larger educational community.
- Build constructive relationships with our teacher candidates through the process of advisement, guidance, and mentorship.
- Share our collective passionate belief that quality physical education is an essential component in the comprehensive development and education of children.
- Live and promote the "Full Value Contract of Life".
- Commit to continuous professional, personal and organizational learning and improvement.

PROGRAM PHILOSOPHY

The overarching vision and mission of the ExSTEP is to prepare initial educators and advanced professionals who are committed to both lifelong teaching and learning and to the continuous improvement of the education systems in which they work. This vision of developing initial educators and advanced level professionals is informed by five organizing principles: (1) scholarship; (2) attitudes and dispositions; (3) integrity; (4) leadership; and (5) service. These five organizing principles (SAILS) shape our entire preparation program.

Guided by this philosophical model, the program in physical education (ExSTEP) follows more specific primary objectives which focus on nine important areas: (1) Content Knowledge; (2) Growth and Development; (3) Diverse Learners; (4) Management and Motivation; (5) Communication; (6) Planning and Instruction; (7) Learner Assessment; (8) Reflection; (9) Technology and (10) Collaboration.

ExSTEP POLICIES AND PROCEDURES

Advisement

All ExSTEP teacher candidates, at all stages of their program, are required to be assigned an advisor within the Exercise Science Department, and to meet with that advisor every semester prior to registration for the next semester.

An Overview of SAILS and the Four Gates

SAILS is an acronym which stands for **S**cholarship, **A**ttitudes and Dispositions, **I**ntegrity, **L**eadership, and **S**ervice. These five categories represent the conceptual framework developed by the School of Education at Southern Connecticut State University. Every certification program at SCSU is guided by *SAILS* and a four-gate program. Every gate addresses each of the five categories, and every candidate must meet certain competencies at each gate.

***SAILS* COMPETENCIES FOR EXERCISE SCIENCE TEACHER EDUCATION CERTIFICATION**

Scholarship

This competency can be met through your course work and GPA requirements, as well as the PRAXIS I and II exams. More information on these items can be found in the description of each gate later in this Handbook.

Attitudes and Dispositions

This competency can be met through your admission essay, department interview, letters of recommendation, portfolio, field experiences, and student teaching. More information on these items can be found in the description of each gate later in this Handbook.

Integrity

This competency can be met through your department interview, letters of recommendation, portfolio, field experiences, and student teaching. More information on these items can be found in the description of each gate later in this Handbook.

Leadership

This competency can be met in many ways, for example, through tutoring privately or on campus, mentoring a youth group, organization of special events, after school programming, coaching, joining student government, etc. A letter from a responsible person (parent of someone you tutor, Faculty Advisor for student government, etc.) will provide evidence you have met this competency.

Service

This competency can be met in many ways, for example, by joining the Exercise Science-Physical Education Club, by becoming a member of a professional organization (the Connecticut Association for Health, Physical Education, Recreation and Dance -CTAHPERD) or other campus organization, participating in a community organization, doing volunteer work for the

community, and involving yourself in a school activity once you are student teaching. A letter from a responsible person (community leader, Faculty Advisor for a club, etc.) will provide evidence you have met this competency.

THE FOUR GATES: AN OVERVIEW

Each certification candidate, regardless of subject area, must pass through a set of four gates to complete his/her certification program. Every department has developed its own set of gates for its certifications candidates.

In the exercise science teacher education program, the four gates consist of:

1. Entry into the certification program
2. Midpoint evaluation in the program
3. Pre-student teaching in the program
4. Completion of the program

At each gate, every certification candidate will be assessed according to the five *SAILS* categories. Candidates will not be allowed to proceed to the next gate (or take any of the courses within that gate) unless they demonstrate competency in these *SAILS* categories.

NASPE Beginning Teacher Standards

Standard 1: Content Knowledge

Physical education teachers understand physical education content and disciplinary concepts related to the development of a physically educated person.

This standard represents the discipline specific content and skill knowledge necessary to provide curriculum and instruction related to NASPE K-12 Content Standards 1-4 found in *Moving Into the Future: National Physical Education Standards* (NASPE, 1995a). To meet this standard, programs will document assessment activities that include motor skills, content knowledge in sub-disciplines, and the application of disciplinary content to teaching.

Outcomes – Teacher candidates will:

- 1.1 Identify critical elements of motor skill performance, and combine motor skills into appropriate sequences for the purpose of improving learning.
- 1.2 Demonstrate competent motor skill performance in a variety of physical activities.
- 1.3 Describe performance concepts and strategies related to skillful movement and physical activity (e.g., fitness principles, game tactics, skill improvement principles).
- 1.4 Describe and apply bioscience (anatomical, physiological, and biomechanical) and psychological concepts to skillful movement, physical activity, and fitness.
- 1.5 Understand and debate current physical education/activity issues and laws based on historical, philosophical, and sociological perspectives.
- 1.6 Demonstrate knowledge of approved state and national content standards and local program goals.

Standard 2: Growth and Development

Physical education teachers understand how individuals learn and develop and can provide opportunities that support their physical, cognitive, social, and emotional development.

The focus of this standard is the application of growth and development concepts to creating learning experiences. Teacher candidates will demonstrate the ability to plan and implement developmentally appropriate learning experiences based on expected developmental levels.

Outcomes – Teacher candidates will:

- 2.1 Monitor individual and group performance in order to design safe instruction that meets student developmental needs in the physical, cognitive, and social/emotional domains.
- 2.2 Understand the biological, psychological, sociological, experiential, and environmental factors (e.g. neurological development, physique, gender, socio-economic status) that impact developmental readiness to learn and refine movement skills.
- 2.3 Identify, select, and implement appropriate learning/practice opportunities based on understanding the student, the learning environment, and the task.

Standard 3: Diverse Students

Physical education teachers understand how individuals differ in their approaches to learning, and create appropriate instruction adapted to these differences.

Through this standard, teacher candidates demonstrate their ability to plan and implement learning experiences that are sensitive to diverse students, and that will enable students to develop qualities of respect and responsibility as defined in NASPE K-12 Content Standards 5-6.

Outcomes – Teacher candidates will:

- 3.1 Identify, select and implement appropriate instruction that is sensitive to students' strengths/weaknesses, multiple needs, learning styles, and prior experiences (e.g., cultural, personal, family, community).
- 3.2 Use appropriate services and resources to meet diverse learning needs.

Standard 4: Management and Motivation

Physical education teachers use an understanding of individual and group motivation and behavior to create a safe learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

This standard is concerned with teacher candidate's use of a variety of strategies to institute behavior change, manage resources, promote mutual respect and self-responsibility, and motivate students. Teacher candidates whose performance is acceptable will be effective in helping students develop behaviors related to respect, responsibility, and enjoyment of physical activity (NASPE K-12 Content Standards 5-7).

Outcomes – Teacher candidates will:

- 4.1 Use managerial routines that create smoothly functioning learning experiences and environments.
- 4.2 Organize, allocate, and manage resources (e.g., students, time, space, equipment, activities, teacher attention) to provide active and equitable learning experiences.
- 4.3 Use a variety of developmentally appropriate practices to motivate students to participate in physical activity inside and outside of the school.
- 4.4 Use strategies to help students demonstrate responsible personal and social behaviors (e.g., mutual respect, support for others, safety, cooperation) that promote positive relationships and a productive learning environment.
- 4.5 Develop an effective behavior management plan.

Standard 5: Communication

Physical education teachers use knowledge of effective verbal, nonverbal, and media communication techniques to enhance learning and engagement in physical activity settings.

Teacher candidates demonstrate sensitivity to all students, and model appropriate behavior.

Outcomes – Teacher candidates will:

- 5.1 Describe and demonstrate effective communication skills (e.g., use of language, clarity, conciseness, pacing, giving and receiving feedback, age appropriate language, non-verbal communication). Communicate managerial and instructional information in a variety of ways (e.g., bulletin boards, music, task cards, posters, Internet, video).
- 5.2 Communicate managerial and instructional information in a variety of ways (e.g., bulletin boards, music, task cards, posters, Internet, video).
- 5.3 Communicate in ways that demonstrate sensitivity to all students (e.g., considerate of ethnic, cultural, socio-economic, ability, gender differences).
- 5.4 Describe and implement strategies to enhance communication among students in physical activity settings.

Standard 6: Planning and Instruction

Physical education teachers plan and implement a variety of developmentally appropriate instructional strategies to develop physically educated individuals, based on state and national (NASPE K-12) standards.

This standard deals specifically with pedagogical knowledge and application. The core of this standard will be a series of sequential and progressive field experiences that allow teacher candidates to refine, extend, and apply their teaching skills.

Outcomes – Teacher candidates will:

- 6.1 Identify, develop, and implement appropriate program and instructional goals.
- 6.2 Develop long and short-term plans that are linked to both program and instructional goals, and student needs.
- 6.3 Select and implement instructional strategies, based on selected content, student needs, and safety issues, to facilitate learning in the physical activity setting.
- 6.4 Design and implement learning experiences that are safe, appropriate, relevant, and based on principles of effective instruction.
- 6.5 Apply disciplinary and pedagogical knowledge in developing and implementing effective learning environments and experiences.
- 6.6 Provide learning experiences that allow students to integrate knowledge and skills from multiple subject areas.
- 6.7 Select and implement appropriate (i.e., comprehensive, accurate, useful, safe) teaching resources and curriculum materials.
- 6.8 Use effective demonstrations and explanations to link physical activity concepts to appropriate learning experiences.
- 6.9 Develop and use appropriate instructional cues and prompts to facilitate competent motor skill performance.
- 6.10 Develop a repertoire of direct and indirect instructional formats to facilitate student learning (e.g., ask questions, pose scenarios, promote problem solving and critical thinking, facilitate factual recall).

Standard 7: Student Assessment

Physical education teachers understand and use assessment to foster physical, cognitive, social, and emotional development of students in physical activity.

Teacher candidates will use various forms of authentic and traditional assessment to determine achievement, provide feedback to students, and guide instruction. Critical to this process will be an analysis of the appropriateness of various assessments.

Outcomes – Teacher candidates will:

- 7.1 Identify key components of various types of assessment, describe their appropriate and inappropriate use, and address issues of validity, reliability, and bias.
- 7.2 Use a variety of appropriate authentic and traditional assessment techniques (including both self and peer assessments) to assess student understanding and performance, provide feedback, and communicate student progress (i.e., for both formative and summative purposes).
- 7.3 Involve students in self and peer assessment.
- 7.4 Interpret and use learning and performance data to make informed curricular and/or instructional decisions.

Standard 8: Reflection

Physical education teachers are reflective practitioners who evaluate the effects of their actions on others (e.g., students, parents/guardians, fellow professionals), and seek opportunities to grow professionally.

This standard can be met through evidence that demonstrates effective self-reflection on the part of teacher candidates.

Outcomes – Teacher candidates will:

- 8.1 Use a reflective cycle involving description of teaching, justification of teaching performance, critique of the teaching performance, the setting of teaching goals, and implementation of change.
- 8.2 Use available resources (e.g., colleagues, literature, professional associations) to develop as a reflective professional.
- 8.3 Construct a plan for continued professional growth based on the assessment of personal teaching performance.

Standard 9: Technology

Physical education teachers use information technology to enhance learning and to enhance personal and professional productivity.

The intent of this standard is to ensure that teacher candidates develop knowledge of and ability to implement current technologies in order to enhance learning.

Outcomes – Teacher candidates will:

- 9.1 Demonstrate knowledge of current technologies and their application in physical education.
- 9.2 Design, develop, and implement student learning activities that integrate information technology.
- 9.3 Use technologies to communicate, network, locate resources, and enhance continuing professional development.

Standard 10: Collaboration

Physical education teachers foster relationships with colleagues, parents/guardians, and community agencies to support students' growth and well being.

This standard encompasses teacher candidates' opportunities to interact and advocate for physical activity both in school and the larger community. Inclusion of learning experiences that involve teacher candidates with community agencies would be appropriate.

Outcomes – Teacher candidates will:

- 10.1 Identify strategies to become an advocate in the school and community to promote a variety of physical activity opportunities.
- 10.2 Actively participate in the professional physical education community (e.g., local, state, district, national) and within the broader education field.

- 10.3 Identify and actively seek community resources to enhance physical activity opportunities.
- 10.4 Pursue productive relationships with parents/guardians and school colleagues, to support student growth and well-being.

ACCEPTANCE INTO THE PROFESSIONAL PROGRAM

In order to attract and hold a superior quality of major students, the faculty of the Department of Exercise Science has established minimum admission and retention standards for all teacher candidates who desire to major in the professional teaching program in Exercise Science.

At the beginning of EXS 292: Strategies for Teaching Physical Education, the teacher candidates must apply for admission into the School of Education professional program (ExSTEP). These forms will be made available to candidates in EXS 292, from the department, the departmental website, or a copy of these forms can be found within this handbook.

Failure to apply by the application deadline will result in a failing grade EXS 292.

Calendar for Applications to Professional Program and School of Education:

All teacher candidates enrolled in EXS 292 – October 1 or March 1

Admission (Gate 1)

Admission to the School of Education and ExSTEP as a teaching certification major student is achieved by adhering to the following:

In Gate I, candidates apply to the School of Education. This application is required for any candidate wishing to become certified in any subject.

The following competencies must be met before a candidate can be accepted to the School of Education and complete this gate (for further information – see SAILS Handbook):

1. Complete EXS 291, EXS 292 and EXS 293 each with a B- or better.
2. Complete EXS 191, EXS 281 and EXS 282 each with a C- or better.
3. Complete SHE 203 and all university requirements in Math and ENG 112.
4. Have an overall GPA ≥ 2.7 in all courses, including courses taken at other universities.
5. Pass PRAXIS I.
6. Submit two letters of recommendation indicating the candidate's potential as a physical education major and as a teacher.
7. Submit a 250-500 word typed, signed essay on why he/she would like to go into education.
8. Pass an interview with the Exercise Science Teacher Education Department Faculty.

9. Submit copy of professional membership card.
10. Submit volunteer documentation letter.
11. Complete the School of Education Application.

Retention

An Exercise Science Major must maintain a 2.7 GPA and continually demonstrate behavior consistent with School of Education and ExSTEP principles (SAILS) in order to be retained in the Professional Program. Lack of any of the above criteria is sufficient cause for removal from the Professional Program.

Teacher candidates are expected to behave in a professional manner; exhibiting positive attitudes and dispositions. Any deviation from these expectations may result in referral to the Department Student Evaluation and Advisement Committee (DSEAC).

Admission to Student Teacher Semester

Admission to the Student Teaching Semester is achieved by adhering to the following:

1. Grade Point Average of 2.7 or above.
2. Completion of all coursework and program requirements, except for Student Teaching Semester.

APPLICATION TO THE SCHOOL OF EDUCATION

Department _____ Date _____

Name _____ Social Security # _____

Current Address _____ Phone _____

Permanent Address _____ Phone _____

_____ E-mail _____

Undergraduate: # of credits at SCSU _____ QPR _____

Transfer Student: # of credits at other colleges and QPR (list other colleges below):

	<u>Credits</u>	<u>QPR</u>	<u>Quality Points</u> (For Office Use Only)
College (s) _____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Graduate: Bachelor's degree granted (date) _____ College or University _____

Other undergraduate colleges or universities attended _____ Credits _____ QPR _____ Quality Points
 _____ (For Office Use Only)

Additional Degree (s) _____ Date _____
 College or University _____

PRAXIS I PPST

Passed _____ Failed _____ Waived _____ On basis of SAT _____ ACT _____ Applied for waiver _____
 (date) (date) (date) (date)

PRAXIS II – CONTENT/ACTF: Passed _____ To be taken _____
 (date) (date)

Information needed prior to admission

1. Two letters of Recommendation (names of people) a. _____
 b. _____
2. Essay (500 words)
3. Copy of Planned Program or Cumulative Program Record (signed by advisor or Grad Dean)
4. Interview and Portfolio (by whom and when)

(please circle one for each of the following questions)

- a. *Have you ever been convicted of any crime, excluding minor traffic violation?* YES NO
- b. *Have you ever been dismissed for cause from a position in a public or nonpublic school or child-care facility?* YES NO
- c. *Have you ever had a teaching credential revoked, suspended or annulled in any state, territory or foreign country?* YES NO
- d. *Have you ever surrendered a teaching credential in any state, territory or foreign country?* YES NO

Please refer to catalog under "Admission To Teacher Education Programs" for continuation in programs

Applicant's Signature _____

Note: For Student Teaching placements, all State Entry Standards must be met at least a year before you student teach. The Praxis II Exam must be met prior to acceptance into a Department, or prior to completion of student teaching.

The following named student is applying for acceptance into the School of Education at Southern Connecticut State University. This requires the applicant to submit two (2) letters of recommendation **along with this completed rating form** from professionals able to testify to the individual's suitability as a prospective candidate.

Please complete this rating form and attach it to your letter of recommendation, which should more fully elaborate upon your ratings of this applicant and any other relevant matters.

Mail your letter and form to: **Dr. Daniel Swartz**
Southern Connecticut State University PE 004
501 Crescent Street
New Haven, CT 06515

Applicant: _____ Certification Area: _____

I hereby waive my right of access under the Family Education Rights and Privacy Act of 1974 to specific and composite letters of recommendation:

Applicant's Signature: _____ Date: _____

I. How long and in what capacity have you know the applicant?

II. Please rate the above named applicant relative to other students/employees whom you have known in a similar capacity

	Excellent	Good	Poor	No Information
Intellectual curiosity				
If unable to report, calls supervisor promptly				
Works and relates well to others				
Performs assignments effectively				
Ability to analyze a problem and formulate a solution				
Asks questions when in doubt				
Approaches assignment with seriousness				
Exhibits interest and enthusiasm				
Accepts supervision in positive fashion				
Learns from every experience				
Express opinions and disagreements in mature manner				
Is flexible with changes				
Seeks opportunities to improve				
Demonstrates sensitivity to diversity of individuals				
Maintains confidentiality when required				
Accepts responsibility with commitment				
Demonstrates attitudes and dispositions relevant to pursuit of teaching				
Communicates effectively: oral				
Communicates effectively: written				

III. Please list any situations that you know of or you have personally viewed the candidate in a leadership position:

Please write your comments on the above topics and other areas, which indicate the suitability of the candidate for admission to the department and School of Education on the back of this form. Thank you.

Recommender's Signature / Also, Print Name Legibly

Recommender's Address City State /Zip Code

Phone Title or Position

ACKNOWLEDGEMENT OF INFORMATION RECEIVED

Exercise Science Department **Teacher Certification**

This is to verify that I have been made aware of the requirements necessary for acceptance into the Exercise Science Teacher Education Program. I understand that if I do not fulfill these requirements I will **NOT** be accepted and will need to declare a new major. The admission process is initiated during EXS 291: Exploring Teaching Physical Education (Gate 1) and for transfer students, their second semester on campus.

The following are the requirements for acceptance:

1. Submit School of Education Application by noon on October 1st or March 1st
2. 2.7 Grade Point Average from all universities or 3.0 for graduate school
3. Pass each section of the Praxis I exam or have a combined 1100 on SAT
4. Complete Introductory level Education course (EXS 291 & EXS 293) with a grade of “B-” or higher (necessary for acceptance but not before applying)
5. Two letters of recommendation
6. 250 – 500 word essay based on how you meet each of the SAILS components
7. Successful completion of field experience teaching session (will be completed in class)
8. Successful completion of EXS 191(C-), EXS 291(B-), EXS 281(C-), EXS 282(C-), EXS 293(B-) & SHE 203 (necessary for acceptance but not before applying)
9. Successful completion of all university requirements in Math and ENG 112 (necessary for acceptance but not before applying)
10. Submission of Electronic Portfolio (to be completed in EXS 291)
11. Student Membership in appropriate professional association or organization (must submit evidence of membership with application)
12. Participate in Physical Education Club or university committee (must submit evidence of membership with application)
13. Copy of Planned Program or Cumulative Program Record (signed by advisor or Grad Dean)
14. Admissions interview (see Exercise Science Handbook)
Additional information needed prior to the interview
 - a. official transcript

Calendar for Applications to Professional Program and School of Education:

Teacher candidates enrolled in EXS 292 – March 1 or October 1

All graduate students – March 1 or October 1

I have the Exercise Science Student Handbook and understand that it is my responsibility to know its contents.

Student’s Signature

Print Name

Date

Advisor’s Signature

Date

REQUIREMENTS FOR TEACHING CERTIFICATION IN THE STATE OF CONNECTICUT

A competent teacher understands growth and development, demonstrates knowledge of what is to be taught, is proficient in the basic skills and helps students to develop positive self concepts. Such a teacher stimulates the independence of each student as a learner, effectively assesses student needs and progress, including those appropriate for exceptional students. These objectives are accomplished through effective communication with students, parents and colleagues through the use of appropriate techniques and materials and by establishing a positive climate where time, space and equipment are effectively organized for instruction. In addition, the teacher meets professional responsibilities for continuing growth and fosters cooperative involvement with parents and the community.

Therefore, it is expected that by the end of teacher preparation program coursework, culminating in student teaching, the teacher will exhibit capability for all of the Connecticut Competencies for Beginning Teachers summarized as follows:

1. Demonstrates facility in the skills of: Reading, Writing, Mathematics.
2. Demonstrates knowledge of the subject taught.
 - 2.1 Knows and understands the major principles and concepts of the material to be taught.
 - 2.2 Possesses accurate and up-to-date principles and concepts of the material taught.
 - 2.3 Understands the purpose and value of the material to be taught.
 - 2.4 Is able to formulate meaningful questions about the subject matter.
 - 2.5 Knows appropriate sources of additional information about the material to be taught.
3. Demonstrates knowledge of human growth and development as it relates to the teaching-learning process.
 - 3.1 Understands how the following areas of development relate to planning and organizing instruction: Physical, Social, Emotional, Intellectual.
 - 3.2 Recognizes the conditions and needs of special education students.
 - 3.3 Understands the rights and responsibilities of students, parents, and teachers.
4. Understands the rights and responsibilities of students, parents and teachers.
5. Plans instruction to achieve selected objectives.
 - 5.1 Identifies and sequences goals of instruction.
 - 5.2 Identifies and sequences objectives within lessons.
 - 5.3 Identifies teaching procedures and sequences learning activities.
 - 5.4 Selects appropriate human resources, materials and media.
 - 5.5 Plans instructional activities which provide for individual differences.
 - 5.6 Meets the needs of exceptional students.
6. Effectively implements instructional plans and uses appropriate instructional techniques.
 - 6.1 Presents material a level appropriate to the needs, interests, ability and background of students.
 - 6.2 Conducts learning activities in a logical sequence which is flexible and developmentally appropriate.
 - 6.3 Provides illustrations, examples and applications of the material.
 - 6.4 Uses a variety of instructional material and media.
 - 6.5 Uses a variety of instructional methods and incorporates appropriate technology.
 - 6.6 Uses a balance of individual, small group instructional arrangements.

- 6.7 Provides instructional activities that foster student involvement.
- 6.8 Matches teaching styles and methods with the learning situation and the learning styles of students.
- 6.9 Revises instruction on the basis of student comments, questions and performance.
7. Effectively communicates with students.
 - 7.1 Provides directions and explanations in a clear, coherent and logical manner.
 - 7.2 Uses acceptable written and oral expression with students.
 - 7.3 Provides for two-way communication with students.
 - 7.4 Established rapport and fosters positive reinforcement through verbal and non-verbal communication.
 - 7.5 Communicates personal enthusiasm and self-confidence.
 - 7.6 Outlines expectations for students in a clear manner.
 - 7.7 Communicates with students both individually and collectively about their needs and progress.
8. Help students develop positive self-concepts
 - 8.1 Recognizes and understands the worth of all students and the opportunities that racial, cultural, sexual and religious diversity present in the classroom.
 - 8.2 Demonstrates sensitivity to and for the needs and feelings of all students.
 - 8.3 Demonstrates patience and empathy.
9. Recognizes the independence of the student as Learner.
 - 9.1 Recognizes and encourages the special interests and abilities of individual students.
 - 9.2 Engages students in selecting their own learning objectives and activities.
 - 9.3 Poses probing questions that stimulate students to recall, analyze, synthesize and evaluate.
 - 9.4 Presents opportunities that foster thinking skills and problem-solving skills.
 - 9.5 Assists and encourages students to research issues and questions of concern to them.
 - 9.6 Promotes student's ability to communicate ideas and concerns effectively to others.
 - 9.7 Communicates with students both individually and collectively about their needs and progress.
10. Effectively organizes time, space, materials and equipment for instruction.
 - 10.1 Maintains classroom routines and procedures.
 - 10.2 Uses instructional time effectively, paces instructional activities, appropriately and maximize student's time or task.
 - 10.3 Provides and maintains an attractive and orderly learning environment.
11. Effectively assesses student needs and progress.
 - 11.1 Selects appropriate materials and procedures for assessing student progress on objectives.
 - 11.2 Recognizes when students are deficient in the basic skills and provides or recommends corrective action.
 - 11.3 Uses evaluation instruments or procedures in order to monitor student progress and effectiveness of instruction.
 - 11.4 Maintains systems for keeping group and individual records.
 - 11.5 Evaluates students on a basis of criteria that are aligned with instructional objectives.
12. Maintains a positive learning environment
 - 12.1 Maintains appropriate behavior standards for students in the learning environment.

- 12.2 Develops an atmosphere which fosters self-discipline.
- 12.3 Promotes positive interpersonal relations based upon mutual respect.
- 12.4 Handles discipline fairly and consistently.
- 13. Effectively meets the needs of exceptional students.
 - 13.1 Identifies students who require the assistance of specialists.
 - 13.2 Obtains and uses information from colleagues to assist students with special needs.
 - 13.3 Provides appropriate instruction to students with special needs.
- 14. Meets professional responsibilities
 - 14.1 Works cooperatively with colleagues and administrators.
 - 14.2 Follows the policies, procedures and curricula of the school district.
 - 14.3 Demonstrates ethical behavior.
- 15. Encourages and maintains the cooperative involvement and support of parents and community.
 - 15.1 Provides opportunities for parent and community involvement.
 - 15.2 Conducts effective parent-teacher conferences.
 - 15.3 Uses community resources in instruction.

RELEVANT FIELD EXPERIENCES AND LEADERSHIP DEVELOPMENT

Purpose of the Requirement

Majors in Exercise Science need to pursue opportunities through which they can determine whether they are seriously interested in pursuing a position in the teaching profession. For these reasons, majors in Exercise Science at Southern are expected to pursue a continuous series of teaching and leadership roles. A sequence of field experiences is required within the ExSTEP planned program; however, it is expected that candidates will take their own initiative in performing relevant and significant volunteer service and field experiences in the university community, the educational field generally, and in physical education specifically.

Field Experiences

Exploring the profession – Introductory experience

EXS 191 – Introduction to Exercise Science

Field Assignment: During the course, teacher candidates accumulate twenty-five (25) total hours of field experience. This field experience is intended to introduce the candidate to the various disciplines within the physical education field. As a result, the twenty-five hours the candidates complete consist of:

- Five (5) hours within each discipline [Teacher Education (elementary or middle school level), Athletic Training, and Human Performance] = Fifteen (15) total hours
- Five (5) hours of professional development
- Five (5) hours of School Health observation (middle or high school)

EXS 291 – Exploring Teaching in Physical Education

Field Assignment: Teacher candidates accumulate fifteen hours (15) hours of field experiences within a physical education teaching setting during this course. These hours are split between elementary school and middle school physical education sites. During this experience, the teacher candidates observe, assist in routine tasks, and teach at least one class per visitation site.

EXS 292 – Instructional Strategies for Physical Education (For teacher candidates entering Fall 2006 or after)

Field Assignment: Within this course, teacher candidates will receive a "world of work" experience, rich with guidance and supervision. It will extend the learning and experience begun in EXS 291 while adding additional knowledge and insight into the teaching/learning environment (i.e. behavior management, organizational strategies specific to physical education, various teaching styles, etc.).

Practicing new knowledge: Intermediate experience

EXS 350 – Teaching K-12 Fitness

Field Assignment: Within this course, teacher candidates visit numerous schools throughout Hamden, New Haven and Woodbridge and assist in the administration of the Connecticut

Physical Fitness Tests. In addition, teacher candidates teach health-related fitness lessons to K-12 students.

EXS 483 – Adapted Physical Education

Field Assignment: Within this course, two different field experiences occur due to the different times the courses are offered. One experience occurs in the local schools with students with special needs and the other experience occurs on campus when students with special needs come to SCSU and receive physical education training from the teacher candidates. During both settings, the teacher candidates observe, assist and teach activities and classes.

Another type of field experience comes in the form of the Special Olympics. All teacher candidates enrolled in EXS 483 must observe and assist in Special Olympic activities for at least fifteen (15) hours.

Implementing knowledge: Advanced experience

EXS 394 – Elementary Physical Education Methods

Field Assignment: The field experience in this course consists of observations and teaching at the elementary physical education level. The teacher candidates are placed in local elementary schools where they develop content for elementary school-aged children. In addition, as a group, the teacher candidates develop a “special activity” for the children as a culminating event.

EXS 495 – Secondary Physical Education Methods

Field Assignment: The field experiences in this course consist of observations and teaching at the secondary physical education level. The teacher candidates are placed in local middle and high schools and teach a minimum of two classes to middle and high school-aged children. Along with their teaching, teacher candidates observe and evaluate classmates during their teaching session.

EXS 394 & 495 (For teacher candidates entering Fall 2006 or after)

Field Assignment: Teacher candidates will be placed with a qualified elementary & secondary physical educator and have the opportunity to spend a great deal of time in practical settings (approximately 30 days) applying concepts they are learning in their elementary and secondary physical education methods courses. Whenever possible, teacher candidates will be placed with the teachers that will supervise them during their student teaching experience during the following spring semester.

Mastery experience: Student teaching

EXS 300 – Student Teaching Elementary

EXS 400 – Student Teaching Secondary

Field Experience: The student teaching experience consists of two eight-week sections. The interns complete one eight-week session at an elementary site and another eight-week session at a secondary site. At each site, the interns gradually move from assisting their mentor teacher, to taking over some responsibilities, to ultimately leading classes by themselves.

FOUR-YEAR PLANNED PROGRAM
EXERCISE SCIENCE TEACHER EDUCATION

Freshman - Fall	(15)	Freshman – Spring	(15)
EXS 191 Intro. to Ex. Sci.	(3)	Fine Arts Requirement	(3)
ENG 112	(3)	BIO 100	(3)
Math Requirement	(3)	World History	(3)
Communications Requirement	(3)	PSY 100	(3)
U. S. History	(3)	Soc. Sci A	(3)

Praxis (or Waiver with 1100 on SAT's)

Sophomore – Fall	(18)	Sophomore – Spring	(18)
EXS 291	(3)		
CHE or PHY	(3)	ENG Lit.	(3)
EXS 281 Anatomy & Phys. I	(3)	EXS 282 Anatomy & Phys. II	(3)
SHE 203 School Health	(3)	EXS 292 (Gate 1)	(3)
PSY 210	(3)	EXS 293 Movement Foundations	(3)
ELECTIVE	(3)	PSY 215	(3)
		ELECTIVE	(3)

Junior – Fall	(15.5)	Junior – Spring	(18)
Foreign Lang.	(3)	EXS 184 Intro Alth. Inj. Care & Prev	(3)
EXS 350 Teaching Physical Fitness K-12	(3)	EXS 352 Indiv/Dual Skills & Sports	(3)
EXS 131 Swimming	(.5)	EXS 400 Group/Team Act./Sports/Tactics	(3)
EXS 383 Kinesiology	(3)	EXS 483 Adapted Physical Education (Gate 2)	(3)
PHI 370 Philosophy of Education	(3)	EXS 485 Tests & Measurements	(3)
SED 481 or 482 Special Education	(3)	EXS 480 Motor Learning	(3)

Senior – Fall	(15)	Senior - Spring	(15)
EXS 394 P. E. Elementary (Gate 3)	(4)	EDU 300 Student Teaching Elementary	(6)
EXS 495 P. E. Secondary	(4)	EDU 400 Student Teaching Secondary	(6)
EXS 384 Physiology of Exercise	(3)	EXS 442 Teaching Seminar (Gate 4)	(3)
IDS 470 Literacy in the Content Areas	(1.5)		
IDS 471 English Language Learners	(1.5)		
ELECTIVE	(1)		

129.5 CREDITS