



Course Syllabus: Techniques & Strategies of Fitness & Conditioning Activities
Gordon T. & Ellen West College of Education
KNES 2423 Section x21
Spring 2022

Contact Information

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Class Meeting Information

Tuesday 11:00 am-12:20 pm
Ligon Coliseum 101 (Don Flatt Gymnasium)

In addition, the hybrid/online modules and discussion boards will be done in McGraw Hill Connect and D2L.

Each course week begins on Tuesday morning at 8:00 a.m. and ends on Monday night at 11:59 p.m.

Instructor Response

During the week, I will typically respond to your emails within 24-48 hours. Any emails received over the weekend will receive a response no later than Tuesday, 8 AM. Emails received on holidays typically will receive a response no later than 8 AM on the second business day after the holiday.

Required Course Materials

Lochbaum, M. (2020). *Connect Get Active w/Access* (3rd ed.). New York, NY: McGraw-Hill Companies.

Required digital materials for this course are part of the Courseware Access and Affordability Program at MSU Texas. Students are charged for required course materials on their student account with the Business Office. Any students who wish to opt-out of the Program and purchase the required course materials on their own must do so prior to 01/14/22. Opt-out instructions are sent to students' official my.msutexas.edu email address after the first day of class. Please contact the MSU Bookstore if you have any questions about the opt-out process

Access to a personal computer with Microsoft Software, high speed Internet and the ability to access Desire 2 Learn (D2L), the MSU Online Learning System.

Course Description

An introduction to lifetime fitness and conditioning activities emphasizing safe, effective, and purposeful exercise. Activities include, but are not limited to, weight training and aerobics. Application of basic concepts and principles for improving and maintaining health and fitness across the lifespan.

This course is intended to prepare future professionals to apply scientifically sound principles to fitness and conditioning programs, with an emphasis on pedagogy.

Course Objectives/Learning Outcomes

Specific learning objectives for the course derive from the Pedagogy and Professional Responsibilities Standards (EC-Grade 12), the SHAPE Standards for Secondary Physical Education, and the Texas SBEC standards. This course provides teacher candidates and SPLS students with a knowledge base of the environment in which they may teach. Satisfactory completion of the course will document that students have demonstrated the ability to:

- Identify lifetime fitness and conditioning activities appropriate for fitness across the lifespan. (SHAPE 1.a, 1.b; SBEC I; InTASC 4, 5)
- Demonstrate a level of skill competence needed for engaging in and teaching a variety of lifetime fitness and conditioning activities. (SHAPE 2.a; SBEC I, VI; InTASC 4, 5)
- Identify relevant information related to fitness and conditioning activities such as equipment, etiquette, safety, etc. (SHAPE 3.c, SBEC VI; InTASC 4, 5)
- Demonstrate and apply knowledge in planning exercise programs and designing appropriate learning experiences for participants. (SHAPE 3.a, 3.b; SBEC IV; InTASC 1)
- Demonstrate proficiency in the selection and effective use of verbal and non-verbal cues in the group exercise setting, including anticipatory, motivational, safety, and education. (SHAPE 4.a, 4.b; SBEC VI)
- Demonstrate knowledge of strategies and techniques for adapting and individualizing instruction to meet the needs of diverse learners and persons of various fitness levels. (SHAPE 1.d, 1.e, 3.d; SBEC III, V; InTASC 1, 5)
- Demonstrate the ability to create a positive community that encourages learners/participants of all abilities to participate in physical activity (motivation, self-respect). (SHAPE 3.d, 4.d; SBEC III; InTASC 1, 5)
- Demonstrate the ability to teach the components of an exercise session (including warm-up, aerobic phase, cool-down, muscular strength/endurance, and flexibility). (SHAPE 1.a, 1.b, 3.b; SBEC VI)
- Demonstrate comprehension of basic prerequisite exercise science principles. (SHAPE 1.c, 1.d, 1.e; SBEC I, II; InTASC 4, 5)
- Demonstrate knowledge of proper exercise, safety principles, and lifting techniques. (SHAPE 1.c, 1.d, 1.e, 2.a; SBEC I, II; InTASC 4, 5)

- Demonstrate the ability to recognize proper and improper technique in the use of resistive equipment such as stability balls, weights, bands, resistance bars, etc. (SHAPE 4.e; SBEC VII)
- Design strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment. (SHAPE 4.d; SBEC III)

See Appendix A for a complete list of standards/competencies

Assignment Overview and Grading Criteria

Due dates will be shared in D2L or in class. Any assignment can be submitted before the due date. Late assignments will have a minimum automatic 25% point deduction for each day late. Do not wait until the last minute on any of your work!! Group fitness classes have limits to the number of participants, so in many instances, you will need to plan ahead to ensure your participation.

Grammar will be graded as a part of any course work. All work should be in your own words! Plagiarism will NEVER be tolerated. Format – FOR ALL PAPERS: 12 point Times New Roman font, one (1) inch margins, and doubled spaced. The heading should have your names, the class and section number, and be left-justified. Papers that do not follow this format will not be accepted or graded.

I will give feedback on assignments when appropriate, including, comments through “news items”, comments directly in the discussion board, and comments to the feedback box associated with each assignment submitted to dropbox. Please take the time to read these comments as I am taking the time to make them.

Grades for each assignment will be posted in the D2L course grade book.

Table 1: Below are the points allocated to each assignment. The below table is aspirational; you will not be assigned work that is not consistent with what you’ve been taught. The final grade is ultimately determined by the percentage of the total available points in the class.

| Assignments | Points |
|------------------------------------|--------|
| Exams (2) | 200 |
| Connect Assignments/Homework | 140 |
| Class Engagement and Participation | 120 |
| Activity Lesson & Implementation | 70 |
| Bucket of Skills (2@25 pts) | 50 |
| Entrance/Exit Slips/Quizzes | 45 |
| Total Points | 600 |

| Grade | Percentage |
|-------|-------------------|
| A | A > 89.5% + |
| B | 79.5% < B < 89.5% |
| C | 69.5% < C < 79.5% |
| D | 59.5% < D < 69.5% |
| F | F < 59.5% |

Exams- These assignments are to check students understanding of knowledge on each of the fitness/conditioning activities covered. The exams will be done online through the D2L platform. The exams are individual assessments and under no circumstances should you receive outside help during an exam, especially from other classmates. The final exam will also have a practical component, known as “Bucket of Skills,” involving the teaching of skills learned throughout the course.

Connect Assignments/Homework- At least 50% of the course will be conducted online as this is a hybrid course. You will have different assignments through both McGraw Hill Connect and D2L that you will do weekly. I might post the occasional video lecture that you are expected to watch in full. I will make the video speed adjustable, so it is up to you how quickly to go through the lecture. However, if you do not watch these videos in full, you will be less successful in this course.

Engagement & Participation- This counts as **20% of your final grade**. It includes but is NOT the same as attendance. It includes earnest engagement, intelligent statements sincere questions, a proper attitude, and clear preparation for class, including dressing out appropriately.

Dress Code:

- * All students are required to dress out for every class, unless otherwise notified.
- * Shorts/sweats of proper length and *proper* shoes are of your choice (no flip-flops, boots, or sandal type shoes).

Activity Lesson Plan/Implementation- Using a provided template, you will write a lesson plan for a fitness/conditioning activity and teach the class how to teach that lesson on your assigned day. This is a unique and separate skill from teaching a fitness class.

Bucket of Skills- this is a practical exam to test your knowledge and ability to perform the skills taught in this course. There will be at least 2 bucket of skills days.

Entrance/Exit Slips/Quizzes- These assignments are to check students understanding of knowledge on each of the fitness/conditioning activities covered. They may be done in class or as homework, using a variety of assessment formats. Some will be scored on points while others will be pass/fail.

Course Delivery Method and Attendance Policy

This course is delivered via face-to-face at the university campus, and online through D2L and McGraw Hill Connect. Course materials and access to an online management system will be made available to each student. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor. Failure to address technical problems is not an acceptable excuse for late or missing assignments.

A seating chart, assigned seating, and attendance checks will be used for all face to face and hybrid classes. Attendance is expected at all class meetings and you are expected to be on time when class begins. Showing up egregiously late or leaving class early without prior permission will result in your being counted absent for the class session.

The attendance policy will credit physical classroom presence and online attendance equally. Students and faculty must not attend/hold class if they are experiencing illness or any signs/symptoms of COVID-19. Alternative arrangements are the responsibility of the student to make with the professor.

A tentative course schedule has been posted on D2L. All course content, assignments, and due dates have been outlined. If you notice an error in the calendar, please alert me. We reuse materials from class to class and occasionally leave an old due date in place.

Professional teachers are dependable, reliable, and responsible. Therefore, candidates are expected to be on time and in attendance at every class, and to stay for the entire class. Tardiness, leaving early, and excessive absences (3) are considered evidence of lack of dependability, and are taken seriously. Candidates will receive a grade of F on the third absence. If a candidate is taking 'blocked' courses that are taught at a Professional Development School, requiring field experience, the candidate will be dropped with an F from those classes as well.

Per the University handbook, students partaking in necessary, university approved travel will not be penalized for their absence, provided every effort is made to notify the instructor in advance & to hand in any assigned work due on that day and to make up any materials missed during that class.

An instructor may drop a student any time during the semester for excessive absences, for consistently failing to meet class assignments, for an indifferent attitude, or for disruptive conduct. The instructor must give the student a verbal or written warning prior to dropping the student from the class. An instructor's drop of a student takes precedence over the student-initiated course drop of a later date. The instructor will assign a grade of either WF or F through the first 8 weeks of a long semester, the first 6 weeks of a 10-week summer term, or the 11th class day of a 4 or 5 week summer term consisting of 20 days. After these periods the grade will be an F. The date the instructor drop form is received in the Office of the Registrar is the official drop date.

If you would like to receive notifications via a regularly checked email or via text message, you can set it up in D2L. Once you are logged in, go to the drop down by your name in the gold navigation bar. Click "notifications", then you can register an email address or mobile number and customize which notifications you would like to receive.

Scientifically-Based Research and References

We frequently use scientific research and position statements (based on research) from the leading national organizations to keep our students up to date on the latest trends in the field. This course specifically uses the following references:

Chu, D. A., & Myer, G. (2013). Plyometrics: Dynamic strength and explosive power. Human Kinetics.

Faigenbaum, A. & Chu, D. (2017). Plyometric training for children and adolescents. American College of Sports Medicine.

NASPE. (2011). P.E. metrics: Assessing national standards 1-6 in secondary school. Reston, VA, Author.

Ouergui, I., Hssin, N., Haddad, M., Padulo, J., Franchini, E., Gmada, N., & Bouhlef, E. (2014). The effects of five weeks of kickboxing training on physical fitness. *Muscles, Ligaments and Tendons Journal*, 4(2), 106–113.

SHAPE America. (2013). Grade-level outcomes for K–12 physical education. Reston, VA, Author. <https://www.shapeamerica.org/standards/pe/upload/Grade-Level-Outcomes-for-K-12-Physical-Education.pdf>

SHAPE America. (2017). 2017 National Standards for Initial Physical Education Teacher Education. Reston, VA, Author. <https://www.shapeamerica.org/accreditation/upload/2017-SHAPE-America-Initial-PETE-Standards-and-Components.pdf>

Wei, M. (2016, January 29). More than just a game: Yoga for school-age children. Harvard Health. <https://www.health.harvard.edu/blog/more-than-just-a-game-yoga-for-school-age-children-201601299055>

Student Handbook

Refer to: [Student Handbook 2020-2021](#)

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the [Office of Student Conduct](#).

Campus Carry Rules/Policies

Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the University's webpage for [Campus Carry](#).

Services for Students With Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

Instructor Class Policies

Citation and Reference Style

Students will follow the [APA Style Manual, 7th Edition](#) as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation used in the APA Style Manual, 7th Edition.

Late Assignments

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals I understand you must manage competing demands on your time. Should you need additional time to complete an assignment please contact me before the due date so we can discuss the situation and determine an acceptable resolution. It is better to ask for permission than beg for forgiveness. My goal is for you to hand in high quality work demonstrating a full grasp of the topics being taught. It is not to be a deadline hawk. However, routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

Three then me rule.

Before you email me, make sure to follow the "Three then Me" rule. The "Three then Me" rule says that you search for your answer regarding the course in at least three other places before you email me. For example, if you have a question about an assignment, you could consult your syllabus, the assignment description on D2L, or another student in the class. Remember, check three sources before you email me your question. It is very likely you'll find the answer and not need to email me. If you don't find the answer, and need clarification, feel free to email me.

Please note: By enrolling in this course, the student expressly grants MSU a "limited right" in all intellectual property created by the student for the purpose of this course. The "limited right" shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality and authenticity, and for educational purposes.

Plagiarism Statement

"By enrolling in this course, the student expressly grants MSU a 'limited right' in all intellectual property created by the student for the purpose of this course. The 'limited right' shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality, authenticity, and educational purposes."

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Course Schedule

| Week | Date | Content | SHAPE/SBEC/TEA Standards | Activities/Assignment |
|-----------|--------|--|--|---|
| Week 1 | Jan 11 | In Class: Orientation and Syllabus | SHAPE 1.a, 1.b, 1.c, 1.d, 1.e, 4.d; S I, II, III; C6, C7, C8, C9 | Get Connect Text Online: Ch. 1 & 2 Syllabus Quiz |
| | | Online: Ch. 1 & 2: Review of wellness, physical activity, and exercise; behavior change; and goal setting. | | |
| Week 2 | Jan 18 | In Class: Go over pre-assmt; Dimensions of Wellness, Behavior Change and Goal Setting | SHAPE 1.a, 1.b, 1.c, 1.d, 1.e, 4.d; S I, II, III; C6, C7, C8, C9 | Connect Ch. 15 & 16: <ul style="list-style-type: none"> 15/16 Module Walking vs. Running Activity Jogging Safety Quiz |
| | | Online: Ch. 15 & 16 | SHAPE 1.c, 1.d, 1.e, 2.a, 3.a, 3.b, 3.d, 4.e; S I, II, III, IV, V, VI, VII; C3, C6, C7, C8, C9, C10 | |
| Week 3 | Jan 25 | Warm-up and Cool Down Samples & Ch. 15/16 | SHAPE 1.a, 1.b, 2.a, 3.b, 3.c, 3.d, 4.a, 4.b, 4.d; SBEC I, VI; C6, C7, C8, C9, C10 | Connect- Basics of Putting Together a Workout Work with partner to prepare activity |
| | | Online: Basics of a Workout | SHAPE 1.c, 1.d, 1.e, 2.a; S I, II; C6 | |
| Week 4 | Feb 1 | In Class: Student Led Warm-up and Cool Down presentations | SHAPE 1.a, 1.b, 2.a, 3.b, 3.c, 3.d, 4.a, 4.b, 4.d; SBEC I, VI; C6, C7, C8, C9, C10 | Assignment and Module Information on D2L (Chu & Myer Excerpt; Faigenbaum & Chu Article) |
| | | Online: Speed/Agility/Plyometric Module | SHAPE 1.c, 1.d, 1.e, 2.a, 3.a, 3.b, 3.d, 4.e; S I, II, III, IV, V, VI, VII; C3, C6, C7, C8, C9, C10 | |
| Week 5 | Feb 8 | In Class: Speed/Agility Stations | SHAPE 2.a; S I, VI; C2 | Connect Ch. 32 High Velocity Training Article on D2L |
| | | Online: Ch. 32 Weight Training | SHAPE 1.c, 1.d, 1.e, 2.a, 3.a, 3.b, 3.d, 4.e; S I, II, III, IV, V, VI, VII; C3, C6, C7, C8, C9, C10 | |
| Week 6 | Feb 15 | In Class: Weight Training Skills | SHAPE 2.a; S I, VI; C2, C8 | Assignment Information on D2L |
| | | Online: Attend Wellness Center Workout – Weight Training | | |
| Week 7 | Feb 22 | In Class: Boot Camp Workout | SHAPE 2.a; S I, VI; C2, C8 | Exam under Assessments in D2L |
| | | Online: Exam #1 on D2L | SHAPE 1.a, 1.b, 1.c, 1.d, 1.e, 2.a, 3.a, 3.b, 3.c, 3.d, 4.a, 4.b, 4.c, 4.d, 4.e; S I, II, III, VI, V, VI; C 1, 2, 3, 5, 6, 7, 8, 9, 10 | |
| Week 8 | Mar 1 | HIIT/TABATA Workout | SHAPE 2.a; S I, VI; C2, C8 | Connect Ch. 28 & Ouergui Article on D2L in Discussion Board |
| | | Online: Ch. 28 Cardio Dance & Kickboxing | SHAPE 1.c, 1.d, 1.e, 2.a, 3.a, 3.b, 3.d, 4.e; S I, II, III, IV, V, VI, VII; C3, C5, C6, C7, C8, C9, C10 | |
| Week 9/10 | Mar 8 | In Class: Step & Kickboxing Workout | SHAPE 2.a; S I, VI; C2, C5, C7 | Assignment Information on D2L |
| | | Online: Begin Working on Lesson Plan | SHAPE 1.a, 1.b, 1.d, 1.e, 2.a, 3.a, 3.b, 3.c, 3.d, 4.a, 4.b, 4.c, 4.d, 4.e; S I, II, III, | |

| Week | Date | Content | SHAPE/SBEC/TEA Standards | Activities/Assignment |
|-------------|--------|---|--|--|
| | | | VI, V, VI; C 1, 2, 3, 5, 7, 8, 10 | |
| Week 11 | Mar 22 | In Class: Yoga Workout Online: Attend Wellness Center Workout (Cardio) Study for Bucket of Skills | SHAPE 2.a; S I, VI; C2, C5, C7 | Assignment Information on D2L |
| Week 12 | Mar 29 | In Class: Bucket of Skills | SHAPE 1.a, 1.b, 2.a, 3.c, 4.a, 4.b, 4.c, 4.e; S I, VI; C5, 7, 8, 10 | Connect Ch. 29 & Wei Article for Yoga Stance Paper |
| | | Online: Ch. 29 Yoga | SHAPE 1.c, 1.d, 1.e, 2.a, 3.a, 3.b, 3.d, 4.e; S I, II, III, IV, V, VI, VII; C3, C6, C7, C8, C9, C10 | |
| Week 13 | Apr 5 | In Class: BoS & Indoor Cycling Lecture | SHAPE 2.a; S I, VI; C2, C8 | Connect Ch. 24 |
| | | Online: Ch. 24 Indoor Cycling | SHAPE 1.c, 1.d, 1.e, 2.a, 3.a, 3.b, 3.d, 4.e; S I, II, III, IV, V, VI, VII; C3, C6, C7, C8, C9, C10 | |
| Week 14 | Apr 12 | In Class: Student Led Workouts | SHAPE 1.a, 1.b, 1.d, 1.e, 2.a, 3.a, 3.b, 3.c, 3.d, 4.a, 4.b, 4.c, 4.d, 4.e; S I, II, III, VI, V, VI; C 1, 2, 3, 5, 7, 8, 10 | Assignment Information on D2L |
| | | Online: Attend Wellness Center Workout (Spin) | SHAPE 2.a; S I, VI; C2, C7 | |
| Week 15 | Apr 19 | In Class: Student Led Workouts | Same as 4/8 | Connect Ch. 30 |
| | | Online: Ch. 30 Pilates | SHAPE 1.c, 1.d, 1.e, 2.a, 3.a, 3.b, 3.d, 4.e; S I, II, III, IV, V, VI, VII; C3, C6, C7, C8, C9, C10 | |
| Week 16 | Apr 26 | In Class: Pilates Workout | SHAPE 2.a; S I, VI; C2, C8 | Exam under Assessments in D2L |
| | | Online: Online Comprehensive Final Exam Opens | SHAPE 1.a, 1.b, 1.c, 1.d, 1.e, 2.a, 3.a, 3.b, 3.c, 3.d, 4.a, 4.b, 4.c, 4.d, 4.e; S I, II, III, VI, V, VI; C 1, 2, 3, 5, 6, 7, 8, 9, 10 | |
| Finals Week | Mar 3 | Bucket of Skills- 1-3pm | SHAPE 1.a, 1.b, 2.a, 3.c, 4.a, 4.b, 4.c, 4.e; S I, VI; C5, 7, 8, 10 | Assignment Information on D2L |

Appendix A: Standards/Competencies

SHAPE National Standards for Initial Physical Education Teacher Education (2017)

Standard 1. Content and Foundational Knowledge Physical education candidates¹ demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective preK-12 physical education program.

- 1.a Describe and apply common content knowledge for teaching preK-12 physical education.
- 1.b Describe and apply specialized content knowledge for teaching preK-12 physical education.
- 1.c Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness for preK-12 students.
- 1.d Describe and apply motor learning and behavior-change/psychological principles related to skillful movement, physical activity and fitness for preK-12 students.
- 1.e Describe and apply motor development theory and principles related to fundamental motor skills, skillful movement, physical activity and fitness for preK-12 students.

Standard 2. Skillfulness and Health-Related Fitness² Physical education candidates are physically literate individuals who can demonstrate skillful performance³ in physical education content areas and health-enhancing levels of fitness.

- 2.a Demonstrate competency in all fundamental motor skills, as well as skillful performance in a minimum of four physical education content areas (e.g., games and sports, aquatics, dance and rhythmic activities, fitness activities, outdoor pursuits, individual-performance activities).

Standard 3. Planning and Implementation Physical education candidates apply content and foundational knowledge to plan and implement developmentally appropriate learning experiences aligned with local, state and/or SHAPE America's National Standards and Grade-Level Outcomes for K-12 Physical Education through the effective use of resources, accommodations and/or modifications, technology and metacognitive strategies to address the diverse needs of all students.

- 3.a Plan and implement appropriate (e.g., measureable, developmentally appropriate, performance-based) short- and long-term plan objectives that are aligned with local, state and/or SHAPE America's National Standards and Grade-Level Outcomes for K-12 Physical Education.
- 3.b Plan and implement progressive and sequential content that aligns with short- and longterm plan objectives and that addresses the diverse needs of all students.
- 3.c Plan for and manage resources to provide active, fair and equitable learning experiences.

- 3.d Plan and implement individualized instruction for diverse student needs, adding specific accommodations and/or modifications for all students.

Standard 4. Instructional Delivery and Management Physical education candidates engage students in meaningful learning experiences through effective use of pedagogical skills. They use communication, feedback, technology, and instructional and managerial skills to enhance student learning.

- 4.a Demonstrate verbal and nonverbal communication skills that convey respect and sensitivity across all learning experiences.
- 4.b Implement demonstrations, explanations and instructional cues that are aligned with short- and long-term plan objectives.
- 4.d Implement transitions, routines and positive behavior management to create and maintain a safe, supportive and engaging learning environment.
- 4.e Analyze motor skills and performance concepts through multiple means (e.g., visual observation, technology) in order to provide specific, congruent feedback to enhance student learning.

Texas Examinations of Educator Standards Physical Education EC-12

- Physical Education EC–12 Standard I: The physical education teacher demonstrates competency in a variety of movement skills and helps students develop these skills.
- Physical Education EC–12 Standard II: The physical education teacher understands principles and benefits of a healthy, physically active lifestyle and motivates students to participate in activities that promote this lifestyle.
- Physical Education EC–12 Standard III: The physical education teacher uses knowledge of individual and group motivation and behavior to create and manage a safe, productive learning environment and promotes students’ self-management, self-motivation and social skills through participation in physical activities.
- Physical Education EC–12 Standard IV: The physical education teacher uses knowledge of how students learn and develop to provide opportunities that support students’ physical, cognitive, social and emotional development.
- Physical Education EC–12 Standard V: The physical education teacher provides equitable and appropriate instruction for all students in a diverse society.
- Physical Education EC–12 Standard VI: The physical education teacher uses effective, developmentally appropriate instructional strategies and communication techniques to prepare physically educated individuals.
- Physical Education EC–12 Standard VII: The physical education teacher understands and uses formal and informal assessment to promote students’ physical, cognitive, social and emotional development in physical education contexts.

Texas Examinations of Educator Competencies Physical Education EC-12

- Competency 001: The teacher understands and applies principles of motor development and motor learning.
- Competency 002: The teacher understands principles and practices for developing, combining and integrating motor skills.
- Competency 003: The teacher understands and applies knowledge of movement concepts and biomechanical principles.
- Competency 005: The teacher understands principles, techniques, skills and safety practices for dance, personal performance activities, cooperative and nontraditional games, recreational activities and outdoor pursuits.
- Competency 006: The teacher understands major body systems, principles of physical fitness development and training and the benefits of a healthy, active lifestyle.
- Competency 007: The teacher understands principles and activities for developing and maintaining cardiovascular endurance.
- Competency 008: The teacher understands principles and activities for developing and maintaining flexibility, posture and muscular strength and endurance.
- Competency 009: The teacher understands health and wellness concepts, including those related to nutrition, weight control and stress management, and analyses ways in which personal behaviors influence health and wellness.
- Competency 010: The teacher knows how to use effective, developmentally appropriate instruction and assessment to prepare physically educated individuals.

Candidates in the teacher education program are evaluated on their dispositions towards the 10 InTASC standards three times (beginning, middle, end) during their program in Educational Psychology, Professional Methods Block, and Clinical Teaching in the following areas. The following InTASC standards are addressed in this course.

- Standard 1- Learner development. The teacher understands how students learn and how they develop. Teachers apply this understanding to each student in the context of the student's cognitive, linguistic, social, emotional, and physical abilities, because they understand that students' abilities differ. Teachers respect these student differences and leverage differences to allow all students to reach their full potential, focusing on and drawing out their individual strengths. Teachers actively take responsibility for their students' growth and development, receiving input from and collaborating with families, colleagues, and other professionals.
- Standard 4- Content knowledge. The teacher understands the central concepts of the subject or subjects that he or she is required to teach, with an in-depth understanding of how to make the content accessible and approachable to all students. Applying this standard, teachers commit to keeping up-to-date and

relevant in their content areas, in both local and global contexts, incorporating and promoting cross-cultural understanding. Teachers encourage and appreciate students' critical analyses and ensure that students are appropriately challenged with adequate resources to support their learning. And teachers are sensitive to the potential for bias, actively seeking to address it when covering any learning content.

- Standard 5- Application of content. The teacher understands how to apply and connect different concepts within the learning content, using this understanding to engage students and to help them apply these concepts to the real world. Teachers also use this understanding to draw from content material outside their own area of concentration, helping students to understand how their education as a whole is composed of interrelated components. Including local and global examples, teachers draw on culturally and socially diverse perspectives and collaborate with other teachers to provide an example that encourages students to explore, think critically, and develop their own innovative skills.