

**William L. Spadoni College of Education
Coastal Carolina University
Course Syllabus**

**EDPE 411 (01): Middle School Physical Education Pedagogy
4 credits**

Instructor of Record: Dr. Sandra L. Nelson

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Office Location: Prince 207

Office Hours: M W (11:00-1:00, T 2:00-4:00) Also by Appointment

Meeting Dates and Time: M W F (9:00-10:40)

Meeting Location: WB 153 (9:00-9:50) & Prince 201 (09:50-10:40)

Intended Audience: Physical Education –Teacher Education Candidates Only

Prerequisite(s)/Co requisite: Admission into the Professional Program / None

Course Description:

Foundations and practices in teaching middle school physical education. Course studies the development and assessment of motor and fitness skills for early adolescent students, curriculum development, and planning and implementing instruction at the middle school level. The teacher candidate also develops pedagogical skills through self-assessments and the required 30 hour field experience in the middle schools.

Required Text :

National Standards & Grade-Level Outcomes for K-12 Physical Education (2014). Shape America Champaign, IL. Human Kinetics.

Other Materials/Resources:

Fronske, H.A. & Heath, E.M., *Teaching Cues for Sport Skills for Secondary School Students*. 6th Ed. Pearson Pub. Co. 2015.

McManama, J. *Physical Education Activity Handbook*, 13th. Pearson Pub. Co. 2014.

Middle School Physical Education (1st ed.). Champaign, IL: Human Kinetics

Manson, M., Herman, A. (2012). *Smart PE Moves for Middle School Students: Ready-to-use lesson plans and assessment tools for standards-based physical education*. Reston, Va.: National Association for Sport and Physical Education

Mohnson, B. (2008). *Teaching Middle School Physical Education* (3rd ed.). Champaign, IL: Human Kinetics.

Fronske, H., Wilson, R. (2002). *Teaching Cues for Basic Sport Skills: For Elementary and Middle School Students*, San Francisco: Benjamin Cummings.

Lund, J., Kirk, M. (2002). *Performance-Based Assessments for Middle and High School Physical Education*. Champaign, IL: Human Kinetics

Physical Education Program Candidates:

All teacher candidates accepted in any of the Spadoni College of Education Physical Education Teacher Preparation Program are **required** to submit electronic evidences at various points throughout their Teacher Preparation Program, related to their course work, through their internship. Live text is no longer in use, so you will be expected to submit information in Moodle this semester.

Please note: Failure to submit a required assignment or assessment into Moodle may result in delayed processing of your final course grade (i.e., Incomplete) until this requirement is met.

Spadoni College of Education - Conceptual Framework:

The overarching theme of the Conceptual Framework for all educator preparation programs is ***"The Educator as Reflective Practitioner."*** The initial and advanced teacher education programs and the advanced program in educational leadership focus on the development of knowledge, skills, and professional dispositions to ensure that all candidates are well prepared and meet all institutional, state, and professional standards at the completion of their program. The Conceptual Framework describes the shared vision of teaching, learning, and the preparation of teachers and school leaders. It outlines our philosophy and commitment to the education profession; guides programmatic decisions; and ensures coherence among curricula, field experiences, clinical practice, and the unit's assessment system. The Conceptual Framework reflects our commitment to integrate technology, demonstrate professional behavior and dispositions, engage in reflective practice, work with diverse populations, and apply content and pedagogical knowledge to the teaching and learning process.

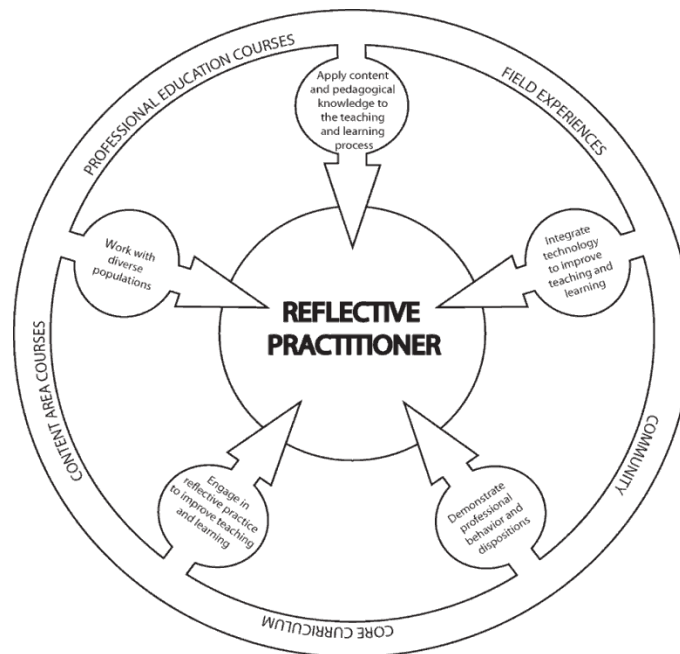


Figure 1 A circle with 5 spokes. Each spoke depicts one quality of a reflective practitioner.

Course Outline:

1. National Standards for K-12 Physical Education
2. Middle School-Level Outcomes (Grades 6-8)
3. Lesson and Unit planning
4. Personal Fitness Goals
5. Health Instruction for Middle Level
6. Physical Education in a Changing World
7. Reviewing Journal Articles
8. Reform Efforts in the Middle School
9. The Role of Physical Education in Middle School
10. The Physical Environment
11. The Psychological Environment
12. Creating the Curriculum Foundation
13. Planning a Course of Study
14. Assessing and Grading Students
15. Understanding Today's Learner
16. Improving Teaching Effectiveness
17. Teaching Styles and Strategies to Meet Learner's Needs
18. Continuing to Grow as a Professional

Field Experience assigned to this course:

A minimum of 30 hours in a local middle school –involving observation, planning, classroom management, teaching and assessing student learning (***You must pass the field experience in order to receive a grade for this course.***)

Unit Assessments and SPA Assessments required of this course: None

Spadoni College of Education’s Professional Behaviors and Dispositions addressed in this course:

Within the field Experience candidates will be assessed by the cooperating teacher in addition to an assessment made by the university professor

Course Objectives:

This course is designed to:

1. familiarize teacher candidates with National and State physical education standards while creating lesson plans for the middle school student.
2. allow candidates the opportunity to discover their teaching strengths and weaknesses through the analysis of lessons recorded on videotape
3. engage candidates in situations that expose them to determining how to effectively manage students and the learning environment
4. familiarize teacher candidates with the overall goals of the middle school curriculum and more specifically in the area of physical education
5. help teacher candidates identify current practices and resources in schools
6. create an awareness of resources available within the library and on-line with journal reading assignments
7. assist candidates with assessment of skills students have and the remedial path that would improve their skill development.
8. guide the development of a personal philosophy of physical education in the schools
9. enhance the relationship between the university and the community at large through the mentoring component
10. engage candidates with their first Teacher Work Sample (TWS) research project.

Standards Alignment Information:

CF = Conceptual Framework & Candidate Proficiencies (2010)

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

ADEPT = Assisting, Developing, and Evaluating Professional Teaching (2011)

CAEP = Council for the Accreditation of Educator Preparation (CAEP 2013)

InTASC = Interstate Teacher Assessment and Support Consortium (2011)

NBPTS = National Board Professional Teaching Standards (2014)

Student Learning Outcomes At the end of this course, candidates will be able to:	Alignment
teach developmentally appropriate individual lessons, which meet the National and State standards, and demonstrate the use of effective management of students and the learning environment.	CF: 1.1-1.16 SHAPE: 1.c, 1.d, 1.e, 3.a - 3.e, 4.a - 4.d, 5.a - 5.c, 6.a ADEPT: 1A, 2C CAEP: 1.1, 1.3, 1.4 InTASC: 7, 8 NBPTS: 1, 2, 3, 5
communicate clearly an accurate motor plan through peer teaching and individual lessons.	CF: 1.5, 1.7 SHAPE: 4.a, 4.d ADEPT: 10.C CAEP: 1.4 InTASC: 7, 8 NBPTS: 1, 2, 3, 6, 7
complete a TWS for <u>three</u> learning goals for the school where they are placed for their field experience.	CF: 1.1-1.5, 2.1, 3.1-3.2, 5.1, 5.2 SHAPE: 1.c ADEPT: 1A, 1D, 2C, 3A, 3B, 4A, 4B 6A, 6B, 6C, 7A, 7B, 7C, 8B, 8C, 10C, 10D CAEP: 1.1, 1.3, 1.5 InTASC: 1-10 NBPTS: 1, 2, 3, 5, 6, 7, 8, 9
demonstrate knowledge of the contribution of physical education to the overall goals of the middle school curriculum through classroom discussions and examinations.	CF: 1.1 SHAPE: 1.c - 1.e ADEPT: 6A CAEP: 1.3 InTASC: 4, 5 NBPTS: 1, 2, 3
demonstrate knowledge of the growth patterns, characteristics and interests of middle level students as they relate to specific needs in motor skill development and overall wellness.	CF: 1.1 SHAPE: 1.c - 1.e ADEPT: 1A, 1D, 1E, 2C, 3A, 3B CAEP: 1.1, 1.3 InTASC: 2 NBPTS: 1, 2, 3, 4, 5, 6, 7
demonstrate knowledge of the total Physical Education Curriculum at the Middle school level.	CF: 1.8 SHAPE: 1.a ADEPT: 6A, 6B CAEP: 1.1, 1.4 InTASC: 4 NBPTS: 3
understand the qualities of professionalism and demonstrate a commitment to community projects and events	CF: 4.2 SHAPE: 6.b ADEPT: 10D, 10E CAEP: 3.3 InTASC: 9 NBPTS: 10, 11, 12

Complete a review of two articles from a refereed journal that pertain to teaching at the middle level in physical education.	CF: 4.2 SHAPE: 6.b ADEPT:10D, 10E CAEP: 1.2 InTASC: 9 NBPTS:1, 2, 11
will become familiar with the SC 4.0 ADEPT system.	CF: 5.1 SHAPE: 6.b ADEPT :10E CAEP: 1.4 InTASC: 4o,5q,7o,8r,9n,10r,10s,10t NBPTS:11
will understand the challenges they will face in and outside the classroom in relation to the diversity, equity and inclusion found in schools and the surrounding community.	CF: 3.1,3.2 SHAPE: 3.c,3.d ADEPT:3ABC,5ABC, 6ABC,7ABC, 8ABC) CAEP: 1.4 InTASC: 3d NBPTS:6, 7

Course Expectations:

It is my desire to establish an atmosphere of trust and respect in order for all class participants to feel comfortable expressing diverse opinions or asking questions. To create this atmosphere, I feel that our classroom/program should be such that we treat others as human beings regardless of differences. Diversity of thoughts are appreciated and encouraged provided that we can agree to disagree on occasion. I hope that ALL candidates will consider our classroom and program as safe environments.

Attendance/Administrative Policy: Each participant of this class is expected to exhibit the following behaviors as we work together.

1. **Attendance:** Candidates are strongly encouraged to attend class on a regular basis! With every job, there is a consequence when missing work (i.e. you're sick, you use up a sick day) therefore you will lose 25 points for each unexcused absence off your final point total. After three unexcused absences, 50 points will be deducted from your final point total for each unexcused absence.
Absences will be excused for:
 - a) incapacitating illness(with verification from a Doctor),
 - b) official representation of the University (verification is needed—an official representation of the University should be obtained from the individual supervising the activity),
 - c) death of a close relative, and
 - d) religious holidays.

Absences, excused or not, do not absolve a student from the responsibility of completing all assigned work promptly. Candidates who miss assignments, announced quizzes or other classroom obligations due to **excused** absences will be allowed to make up the work, but documentation is required. It will be the responsibility of the student to contact the instructor and make arrangements.

Promptness – Students are expected to be in class on time. Classes will be held in other areas and students are expected to be on time and dressed professionally. No exceptions. **Every two tardies will convert to one absence.**

In conjunction with University policy a grade of **F** will be assigned for excused or unexcused absences in excess of 25% of the regularly scheduled class meetings. For grading purposes, absences will affect the professionalism portion of the grade, as will tardies and/or early exits from class.

It is a professional courtesy to notify the instructor of a pending absence prior to class. Unexpected absences must be explained to the instructor the first day the student returns to class.

University Wide Attendance Policy:

Written documentation is needed to confirm any and all excused absences such as: a recognized emergency or from a serious illness. It is the responsibility of each student to assume the loss of instruction when not in attendance. It is also the sole responsibility of each student to obtain any missed instructional materials and/or notes. It is advisable that you designate another classmate to collect your materials in your absence. Please note that the Coastal Carolina University catalog states that an instructor is permitted to assign an F to a student with unexcused absences in excess of 25% of regularly scheduled class meetings. Please see the LiveWell@Coastal program for matters both personal and academic that may prevent you from completing your course responsibilities at <https://www.coastal.edu/livewell/>.

Health-Related Class Absences for Students:

“Please evaluate your own health status regularly and refrain from attending class and other on-campus events if you are ill. Students who miss class due to illness will be given opportunities to access the course online. You are encouraged to seek appropriate medical attention for treatment of illness. In the event of contagious illness, please do not come to class or to campus to submit work or meet with me. Instead, **notify me by email about your absences as soon as possible, so that accommodations can be made.** Please note that documentation for excused absences may be required. However, you should not come to class if you are feeling sick, even if you have not seen a doctor.”

Health-Related Class Absences for Faculty:

Class will continue if I am required to quarantine or isolate during the semester. A contingency plan for class will be covered if I am ill and/or unable to continue teaching remotely is most likely that my colleague, Dr. Nilo Ramos would be the instructor in my absence.

2. In-person Instruction.

Class meetings take place in a classroom on campus. Faculty may cohort students based on course enrollment and classroom capacity. Students who are not attending in person will be provided livestreaming online access to the class meeting. All in-person class meetings should follow the health and safety guidelines developed by the University and published in the Coastal Comeback plan. That includes physical distancing, one-way entry and exit (where possible), face-coverings, personal protective equipment, and limitations on the use of high-touch items, including elimination of the use of paper or shared instructional materials.

3. Streaming and Recording Course Meetings:

“To make this course accessible to all students, I will be livestreaming our course meetings. I will also record (some) course meetings and post the recordings on Moodle when necessary to assist students with valid reasons for an absence.” If you are in such an instance, you **MUST** request this prior to the day of the class and have my approval. *Note: It is not automatic that I will agree with all requests.*

4. Face coverings are required:

Face coverings are required in all indoor spaces and outdoors when physical distancing cannot be maintained. Faculty may remove their face covering when alone in their own office space or while dining. Students may remove their face covering in their own living space. Faculty who are concerned about being heard or seen during class may use a clear face shield in tandem with a clear classroom barrier. We will provide each faculty member with a clear face shield, and each classroom will be equipped with a glass barrier. Please do not remove these barriers from classrooms. Please note that face shields are not an acceptable substitute for face coverings outside of the classroom, and must be used with the glass barrier inside the classroom. More information about face coverings may be found in the Coastal Comeback Standards

Classroom Sanitization:

“Our classroom has a Sanitation Station that is stocked with cleaners and sanitizers. At the end of class, I will sanitize your workspace. This will allow us to remain socially distanced for the majority of the class. The Sanitation Station also includes hand sanitizer and disposable masks in case you forget your own face covering. These disposable masks are finite in supply, so please take one only when necessary!”

5. Assignments/Exams:

Complete all assignments on time and with care. They should be typed, neatly organized and professionally presented. All assignments are due on the designated date and exams are to be taken at the announced time/date. Failure to turn in any assignment on the proper date will result in a significant loss in your grade.

One day late = 10% reduction
Two days late = 50% reduction
More than two days No credit for assignment

In **extreme** cases, this policy may be waived. Please contact me ASAP if this occurs. I will not accept work e-mailed to me after class as on time. All work should be **personally handed to me at the scheduled time in class.**

If a candidate misses an exam, he/she **must call/e-mail that day to let the professor know, or a zero will be assigned as a grade.**

6. Attire & Professionalism:

Candidates are expected to be in class on time and proper conduct and courtesy is expected.

Hats are appropriate in outside activity settings as specified by the instructor. Appropriate class behavior is mandatory. You are expected to exhibit a positive and professional attitude throughout the course. Unprofessional behavior will result in the development of a Professional Improvement plan and the prospect of an F in the class.

Professional Dress Code:

Off Campus Professional Dress Code (to be used for professional experiences such as practicum, field experiences, internships and/or any time a student is representing Coastal Carolina Physical Education).

- a) Coastal Carolina Physical Education Collared Shirt
- b) Neat tailored shorts or long pants (wrinkle free or ironed with appropriate pockets, or wind suits)
- c) Appropriate athletic shoes with care that shoestrings are tied.

On Campus Professional Dress Code

- a) Coastal Carolina Physical Education white t-shirt.
- b) Activity shorts, or sweat/wind suits
- c) Appropriate athletic shoes with care that shoestrings are tied.

These items must be worn in order to receive full participation credit.

7. Participation:

You are expected to read the assigned material prior to class and participate in class discussions and in-class assignments. Participation means more than showing up for class. You will be graded on your contributions to class discussion, your reflections, and your contributions to group work (see attached professionalism rubric).

8. Encouragement:

Being supportive of your participation of your peers in class activities and discussions as well as carefully listening and monitoring your own classroom participation levels will be expected.

9. Academic Integrity:

Candidates are expected to abide by Coastal Carolina University's policy as set in the student handbook.

10. Electronic devices:

During your teaching experience in the schools, you need to make sure you have a watch so that you can check the time. The absence of a watch will not be an excuse to have your cell phone with you. If your cooperating teacher(s) keeps their cell phone with them for safety reasons that would be the only exception for you to have your phone with you, so please check.

11. Accessibility & Disability Services (ADS) Statement:

University Wide Office of Accessibility and Disability Services Statement:

Coastal Carolina University is committed to providing reasonable accommodations for all persons with disabilities. If you are seeking classroom accommodations under the Americans with Disabilities Act, you are required to register with the Office of Accessibility and Disability Services. This office is located in Laurel Hall (M-F 8:30 -5:00 pm) and the phone number is 843-349-2341. Please make an appointment with a staff member in Accessibility and Disability Services so that such accommodations can be considered. To receive academic accommodations for this class, please obtain the proper forms and meet with me to discuss the provisions of those accommodations as soon as possible. It is recommended that this must be completed within the first two weeks of class. <http://www.coastal.edu/disabilityservices>

- The Americans with Disabilities Act indicates "title II and title III entities must permit service animals to accompany people with disabilities in all areas where members of the public are allowed to go." As such, service animals are permitted in lab settings at Coastal Carolina University. Emotional support animals are not permitted in lab settings unless it is approved as a classroom accommodation. Students with service animals are strongly encouraged, but not required, to inform lab instructors of the use of a service animal. This communication provides both the student and the instructor with an opportunity to discuss and plan for the safety of the service animal as well as any other safety concerns. Students and instructors should contact Accessibility & Disability Services (843-349-2503 or <https://www.coastal.edu/disabilityservices>) regarding any potential accommodations or for support and assistance.

12. Contingency Instruction:

University Wide Inclement Weather Statement:

Closing of the University for Inclement Weather

In the event of hazardous weather, faculty, staff, and students are requested to listen to local radio and television stations or visit the Coastal Carolina University website for official University closing announcements. Announcements about hazardous weather are also posted on the University's homepage. Review the [Hazardous Weather and Emergency Conditions Leave Policy](#) (FAST-HREO-220). Instructors may refer to the [Contingency Instruction website](#) or Section VIII N. Contingency Instruction for information about what to do if class has been cancelled.

NOTE: Please be sure to take your textbooks with you if you decide to relocate during a storm.

13. Student Support Services:

Academic Support

Link to [Learning Assistance Center](#)

Link to [Kimbels Library Website](#)

Link to [Counseling Services](#)

Link to [Online Orientation](#)

Technology Support

Link to [Technical Support from Student Computing Services](#)

Link to [A list of On-Campus Help Desks and the Help Request Form](#)

Other Student Services

Link to [Office of the Registrar](#)

Link to [Financial Aid and Scholarships](#)

Link to [Student Life](#)

Link to [Dean of Students Office](#)

Please note:

Candidates must complete the course with a C or better to enroll in the next level of courses within the Professional program.

14. Diversity Form Submission. *In order to receive a grade for the course, you must submit your diversity form in on-line and have a hard copy in your portfolio.*

Academic Responsibilities:

Infractions of academic discipline include, but are not limited to, the following:

1. **Cheating.** This refers to conduct during quizzes and examinations which shall include utilizing written or recorded information, or information obtained by any other means of communication, not specifically permitted by other than the instructor, and giving written or oral information, or information conveyed by any other means of communication, to another student. It also includes stealing, buying, selling, or unauthorized collaboration on any test, homework, assignment or project. A student who knowingly participates in another's cheating also commits cheating.
2. **Plagiarism.** This refers to submitting, as a student's own work, material obtained from another source without indicating the source from which it was obtained. It includes letting another person compose or rewrite a student's written assignment. Plagiarism includes submission of old laboratory reports, previously submitted term papers, computer programs not authored by the student, or material copied without attribution from published sources. It also includes a student's allowing another person to take all or part of a course or examination in his or her place. A student who knowingly participates in another's plagiarism also commits plagiarism.
3. **Disruption of Normal Instructional Activity.** No one may interfere with or disrupt the normal instructional activity and operations of students, faculty or staff of this institution. Examples of disruptive behavior can include, but are not limited to, arriving late to class or leaving class early, eating, arguing, complaining, asking off-track questions, or talking to others when the instructor is talking.
4. **Misuse of University Documents.** Forgery, alteration or misuse of any University document or record is prohibited.
5. **Fraud or Lying.** Lying or fraudulent misrepresentation in, or with regard to, any transaction with the University, whether oral or written, is prohibited.

6. **University Policies and Procedures.** A student who assists in any infraction mentioned previously shall be considered equally as guilty as the student who commits the infraction.
7. **Community Expectations and Student Code of Conduct:**

University Wide Academic Integrity Code:

Coastal Carolina University is an academic community that expects the highest standards of honesty, integrity and personal responsibility. Members of this community are accountable for their actions and are committed to creating an atmosphere of mutual respect and trust.

On my honor, I pledge:

***That I will take responsibility for my personal behavior; and
That I will actively oppose every instance of academic dishonesty as defined in
the Code of Student Conduct.***

***From this day forward, my signature on any University document, including
tests, papers and other work submitted for a grade is a confirmation of this
honor pledge.***

The Code of Conduct that is available on the web at:

<http://www.coastal.edu/conduct/documents/codeofconduct.pdf>

Course Assessments:

FEX EXPERIENCE

Coop Evaluation	100 pts
Univ. Supervisor Evaluation	150 pts
Portfolio (daily journals, lesson plans, video analysis, etc.)	<u>150 pts</u>
	400 total

ASSIGNMENTS

Journal article reviews (2)	50 pts.
Peer Teaching (PE and Health lesson plan & teaching of the lesson)	100 pts
Peer Teaching Individual Lesson	50 pts
TWS	200 pts
Diversity	<u>50 pts</u>
	450 total

<u>EXAM(S)</u> (1 or 2)	100 pts
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PROFESSIONALISM/PARTICIPATION

Attendance/Class participation and attire!	50 pts.
Professionalism (mentoring, webinars, club functions, etc.)	

1000 Total points

University Grading System:

A final letter grade using a traditional scale of A-F will be assigned using the weights and grading scale below:

A	=	900-1000 pts
B+	=	870-899 pts
B	=	800-869 pts
C+	=	770-799 pts
C	=	700-769 pts
D+	=	670-699 pts
D	=	600-669 pts
F	=	below 600 pts

Websites:

<http://www.polarusa.com/consumer/fitness/hrm.asp>

<http://www.scahperd.org/> per (SCAHPERD)

<http://www.aahperd.org/> per (AAHPERD)

<http://www.pcentral.com>

<http://www.cooperinst.org/shopping/PDF%20single/PhysicalActivityGuidelines.pdf>

http://fitness.gov/physical_activity_fact_sheet.html

<http://www.aap.org>

<http://www.greatschools.net/cgi-bin/sc/district>

<http://www.cdc.gov>

<http://www.pe-secrets.com>

Journals and other readings consulted on a regular basis:

JOPHERD

STRATEGIES

Standards for Beginning Physical Educators

Addendum
Semester – Spring 2021 - MWF 9:00-10:40
EDPE 411: Middle School Physical Education Pedagogy


Note: All materials, reading, activities from this syllabus are subject to change at any time per the instructor's discretion.

Tentative Course Calendar

January 2021

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1 New Year's Day	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20 Syllabus Information Discuss Personal Fitness Goals	21	22 Badminton/ Cognitive & Skill Pretest Syllabus Information TWS Overview Info. re: PETE club Journal article #1 assignment	23
24	25 Badminton The Physical Education Environment TWS #1 CF PAPER	26	27 Badminton TWS #1 CF Objective Writing, Lesson & Unit Planning FEX Schools Assigned	28	29 Badminton Objective Writing, Lesson Planning	30
31						

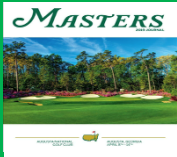
February 2021

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 Badminton The Role of PE in Middle School TWS LG's "Hall of Shame" article discussion	2	3 Badminton Reform Efforts in Middle School Lesson planning	4	5 Badminton Lesson/ unit planning Journal Article review #1 is WD doc. due.	6
7  SuperBowl Sunday	8 Badminton TWS #3 & #4 Lesson planning & Cue words TWS Section #1 DUE	9	10 Peer Teaching #1/ Health Lesson #1	11	12 Badminton/ Cognitive and skill Post test Physical Education in A Changing World	13
14	15 Peer Teaching #2/ Health Lesson #2 TWS Sections #2 & #3 DUE	16	17 Peer Teaching #3/ Health Lesson #3	18	19 Peer Teaching #4/ Health Lesson #4	20 Test #1
21	22 Peer Teaching #5/ Health Lesson #5	23	24 No class Meet and Greet! FEX placement (Equip., Observation of lesson and discussion of TWS)	25	26 TWS Sections 5 & 6 Field Experience Discussion	27
28						

March 2021

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 Field Experience in Schools #1 Midpoint of term	2 Field Experience in Schools #2	3 Field Experience in Schools #3 Confirmation of TWS Sections 1-3	4 Field Experience in Schools #4 Cognitive & Affective Pretests for TWS	5 Field Experience in Schools #5 Psychomotor Pretest for TWS	6 Analyze the PRETEST results & Createy our block plan & have first 4 lessons ready
7	8 Field Experience in Schools #6 TWS Unit begins	9 Field Experience in Schools #7	10 Field Experience in Schools #8 TWS #4 DUE	11 Field Experience in Schools #9	12 Field Experience in Schools #9	13
14	15 Workday on campus You should be Working on #5	16 Field Experience in Schools #10	17  Happy St. Patrick's Day" Field Experience in Schools #11	18 Field Experience in Schools #12	19 Field Experience in Schools #13	20
21	22 Field Experience in Schools #14	23 Field Experience in Schools #15 Post testing	24 Field Experience in Schools #16 Post testing	25 Field Experience in Schools #17 TWS Section #5	26 Field Experience in Schools #18	27
28	29 Peer Teaching TWS Section #6 SC ADEPT 4.0	30	31 Dr. Nelson Activity TWS #6 & 7 DUE FEX Portfolios Due			

April 2021

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2 Student Holiday Good Friday	3
4 Easter Sunday	5 Spring	6 Break	7 Week	8	9	10
11  Masters Sunday	12 Peer Teaching The Psychological Environment Diversity, etc. Assignment TBA	13	14 Peer Teaching Understanding Today's Learner Journal Article #2 assigned.	15	16 Peer Teaching Improving Your Teaching Effectiveness Final TWS Due	17
18	19 Peer Teaching Assessing and Grading your Students	20	21 Peer Teaching Journal Article review #2 Due in Class.	22	23 Peer Teaching On Beach?	24
25	26 Peer Teaching Test #2	27	28 Peer Teaching Diversity Assignment DUE	29	30 Peer Teaching On Beach?	

May 2021

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
2	3 Peer Teaching Diversity, Equity & Inclusion Assignment DUE	4	5 Peer Teaching On Beach?	6	7 Dr. Nelson -Activity Last Class Have a Great Summer!	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31 Memorial Day					

Other Important Dates

Tuesday, January 19:	Classes Begin for Regular Spring
Tuesday, January 19	TTH Spring I classes begin
Wednesday, January 20:	MW Spring I classes begin
Thursday, March 4:	Last day TTh Spring I
Monday, March 8:	Last day MW Spring I
Tuesday, March 9:	Spring II begins
Monday - Saturday, April 5-10:	Spring break
Thursday, April 29:	Last day of TTh classes Spring II
Monday, May 3:	Last day of MW classes Spring II
Saturday, May 8:	Last day of classes and exams for Regular Spring
Monday, May 10:	Maymester begins

GET INVOLVED & LET'S HAVE A GREAT SEMESTER!

Dr. Nelson