



Seminar in PE: From Student Teaching to Teaching Students

Susan Lynn, Darla Castelli, Peter Werner, Stephen Cone

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Seminar in Physical Education: From Student Teaching to Teaching Students is a concise and complete text that offers a fresh approach to preparing preservice teachers for today's teaching and employment challenges.

Because it addresses all 10 of NASPE's National Standards for Beginning Physical Education Teachers, this book is an ideal supplemental text for use during the student teaching semester or other practicum experience, helping preservice teachers reflect on their experiences in the school setting. In addition, *Seminar in Physical Education*,

- helps students build professional portfolios through suggested assignments,
- aids in their transition to the professional community, and,
- encourages a career of continued professional development.

The depth and length of the text are especially appropriate for physical education teacher education (PETE) programs that can't add another 3-credit course to their course requirements but want to teach this content within a methods or pedagogy course, during student teaching, or in a 1- or 2-credit course. Far from an outdated "organization and administration" text, *Seminar in Physical Education* is a text with real-world applications, grounding students in the realities of today's world of teaching as offered through the expertise and insights of an author team with a combined century of experience in physical activity and PETE instruction.

The book includes brief realistic chapter-opening vignettes that can be used as springboards to meaningful discussions and assignments. Chapter-ending discussion questions focus on critical-thinking skills, and each chapter provides professional portfolio-building ideas that will prepare students for their first job hunts and for their careers. A "Further Resources" section helps connect preservice and new teachers to ongoing support. Throughout the book, student learning is reinforced through discussion, writing, and research opportunities.

Part I exposes students to the reflective cycle and the processes of identifying and using available resources and constructing a professional development plan. **Part II** examines the issues of collaboration and communication, addressing advocacy skills, participation in the physical education professional community, access to and use of community resources, and establishment of productive relationships within the school and community.

Part III explores curricular implementation, covering liability and risk, resources, technology, professionalism, and portfolio development. Through discussions and assignments, teachers can make connections to technology and communication skills, and the authors make multiple additional tie-ins to the NASPE standards throughout the text.

Through *Seminar in Physical Education*, PETE instructors can send their students into the teaching arena with a better understanding of themselves and the real world of schools, administration, and the need for ongoing professional development.

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