

Distinguished Physical Education Virtual Course Syllabus

Catalog Description

ED 501: Graduate topics in education. Each has a subtitle; no subtitle may be repeated for credit. Counts for M.Ed. credit with approval of the Program Director.

Course Title

Distinguished Physical Education Virtual Course

Credit Hours

This three-credit ED 501 course uses a synchronous, virtual format and will require a total of 112.5 hours of student effort as shown in the Course Requirements section of this syllabus.

Course Format

This course is conducted 100% online in a synchronous format. Participants will meet live via Zoom once per month for two-hour interactive sessions from August 2025, to May 2026. These sessions include facilitated discussions, collaborative learning activities, and guided reflections based on each chapter of *Becoming a Distinguished Physical Education Teacher*.

Live Zoom Session Schedule

Section One

Time: 7:00–9:00 PM (EST)

Dates: 8/4, 8/18, 9/8, 10/6, 11/10, 12/8, 1/5, 2/9, 3/9, 4/6

Between live sessions, participants will engage in asynchronous learning using the Health and PE Collective app, where they will respond to reflection prompts, interact with colleagues' posts, and apply course content to their teaching context.

Participants will also complete one independent learning artifact per session, which may include (but is not limited to):

- A recorded lesson and written reflection
- Student interviews
- Additional classroom-based evidence demonstrating implementation of a course strategy

Specific artifact options and guidelines will be provided throughout the course.

Instructor Name & Contact Information

Gary Zaharatos gary@distinguishedpe.com 631.655.9116

Course Description

This virtual professional development course is designed for K–12 physical education teachers seeking to elevate their instructional practice and improve student outcomes. Using the text *Becoming a Distinguished Physical Education Teacher*, participants will engage in ten virtual sessions focused on classroom management strategies like inclusive practices, high expectations for student behavior, and efficient use of space and resources, along and high impact instructional methods, like standards-based content and language objectives, assessment, and accountable talk structures. Each session combines research-based strategies with opportunities for collaboration, implementation, and feedback. Participants will leave with a deeper understanding of how to create rigorous, standards-based, and student-centered physical education programs.

Required Text(s) and Other Materials:

Becoming a Distinguished Physical Education Teacher (Book)
Distinguished Physical Education Podcast
The Health and PE Collective App

Course Objectives:

By the end of this course, participants will be able to:

- Reflect on and evaluate their current instructional practices in physical education in relation to best practices presented in the course.
- Design and implement lessons that incorporate inclusive practices, standards-based objectives, and accountable talk structures.
- Develop and apply strategies to assess student progress toward standards-based objectives.
- Analyze the impact of course strategies on student engagement, learning, and social-emotional development through written reflections and peer dialogue.

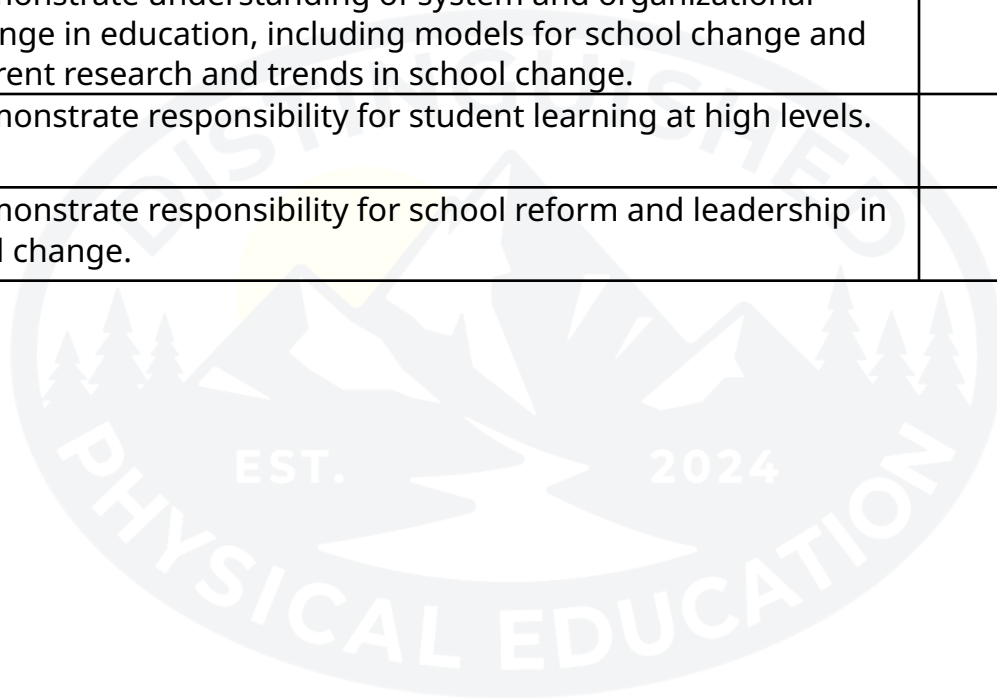
Student Learning Outcomes (For CSU Pueblo Use Only)

This course addresses the following student learning outcomes to the degree shown in the table. Degree Addressed is rated according to the following scale:

1=Basic, 2=Developing, 3=Proficient, 4=Advanced

| Student Learning Outcome | Degree Addressed |
|---|------------------|
| 1. Demonstrate growth in content knowledge related to teaching assignment and the application of content knowledge to classroom instruction and assessment. | 3 |
| 2. Understand scientifically-based practices in teaching and learning, including strategies in literacy education, instructional technology, differentiation of instruction, and apply them to raise student achievement. | 2 |
| 3. Demonstrate multiple means of assessing and evaluating student learning and use them to change teaching and learning. | 2 |

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| 4. Locate, interpret, synthesize, and apply educational research in best practices in teaching. | 2 |
| 5. Understand models for professional change, including teacher collaboration, professional learning communities, strategies for mentoring and coaching to facilitate change, and effective professional development. | 1 |
| 6. Demonstrate understanding of reflective practice that results in improved classroom teaching and learning, including teacher reflection, use of technology in self-assessment, collaboration for change, and self-management of change. | 2 |
| 7. Demonstrate understanding of system and organizational change in education, including models for school change and current research and trends in school change. | 1 |
| 8. Demonstrate responsibility for student learning at high levels. | 3 |
| 9. Demonstrate responsibility for school reform and leadership in school change. | 1 |



Course Requirements

| Requirement | Points | Student Hours |
|--|--------|---------------|
| Reading Textbook (150 total pages) | | 15 |
| Attending Sessions (6) | 100 | 12 |
| Listening to Assigned Podcasts | | 10 |
| Discussion Board Posts (10) | 150 | 10 |
| Note Catcher Reflections (During Sessions) | 500 | 15 |
| Note Catcher Reflections (Between Sessions) | | 15 |
| Action Research Project Topic Selection and Proposal | | 3 |
| Action Research Project Resource Review | | 7.5 |
| Action Research Project Planning and Design | | 8 |
| Action Research Project Data Collection and Reflection | | 8 |
| Action Research Project Preparing Final Presentation | | 5 |
| Presenting Final Project/Peer Feedback | 250 | 4 |
| Total | 1000 | 112.5 |

Attendance/Participation

Learners must attend at least eight of the ten sessions.

Term Dates

Enrollment periods will appear on the student transcript. Thus, enroll in the term that you wish to see on your transcript. Term dates are as follows for each year.

Spring- January 2nd- May 15th

Summer- May 16th- September 15th

Fall - September 16th - December 31st

Grading

Grades will be assigned based on the following scale.

| Percentage | Grade Level | GPA |
|-------------------|--------------------|------------|
| 100% to 94% | A | 4.0 |
| 93% to 90% | A- | 3.7 |
| 89% to 87% | B+ | 3.3 |
| 86% to 84% | B | 3.0 |
| 83% to 80% | B- | 2.7 |
| 79% to 77% | C+ | 2.3 |
| 76% to 70% | C | 2.0 |
| 69% to 67% | D+ | 1.3 |
| 66% to 64% | D | 1.0 |
| 63% to 60% | D- | .7 |
| 59% and below | F | 0.0 |

Rubrics

1. Discussion Board Reflections (150 points)

| Criteria | Exceeds Expectations | Meets Expectations | Below Expectations | Points per Session |
|---------------------------|---|--|---|---|
| Initial Response | Thoughtful, detailed response clearly connects to session content and includes personal insight or classroom application. | Addresses prompt with clear connection to session content. | Response is brief, unclear, or lacks connection to session content. | 7 = Exceeds 6 = Meets 0-5 = Below |
| Response to a Peer | Offers a meaningful reply that extends the conversation (e.g., asks a question or adds a new idea). | Responds to one peer with a relevant comment. | No peer reply or reply is superficial or unrelated. | 5 = Exceeds 4 = Meets 0-3 = Below |
| Consistency | Posted on time every session. | Missed no more than two sessions. | Missed three or more sessions. | 3 = Exceeds 2 = Meets 0-1 = Below |

2. Course Note Catcher (500 points)

| Criteria | Exceeds Expectations | Meets Expectations | Below Expectations | Points per Session |
|---------------------------|---|---|---|---|
| Completion | All slides thoughtfully completed for each session with specific ideas and clear notes. | All slides completed with generally relevant notes and ideas. | Multiple slides missing or lacking effort. | 20 = Exceeds 17-19 = Meets 0-16 = Below |
| Reflection Quality | Responses show depth of thinking, personal reflection, and thoughtful application. | Responses reflect an understanding of the session material. | Responses are vague or lack connection to course content. | 20 = Exceeds 17-19 = Meets 0-16 = Below |
| Timeliness | Kept up with slides throughout course; updated regularly. | Mostly complete and submitted on time. | Incomplete or submitted late without prior communication. | 10 = Exceeds 8-9 = Meets 0-7 = Below |

3. Final Project Presentation (250 points)

| Criteria | Exceeds Expectations | Meets Expectations | Below Expectations | Points |
|---|--|---|--|---|
| Topic Selection & Proposal | Clear, relevant focus; proposal shows strong alignment to course themes and student needs. | Focus is somewhat clear; aligns to course goals. | Lacks clarity or relevance; vague or incomplete. | 25 = Exceeds 16-24 = Meets 0-15 = Below |
| Resource Review | Engages meaningfully with multiple sources; connects learning to project direction. | Shows general understanding of course concepts and outside resources. | Minimal use of sources or unclear connections. | 25 = Exceeds 16-24 = Meets 0-15 = Below |
| Planning & Design | Clear, well-structured plan with intentional design, timeline, and evidence tools. | General plan with evidence of classroom application. | Unclear plan or missing key components. | 40 = Exceeds 30-39 = Meets 0-29 = Below |
| Data Collection & Reflection | Thoughtful analysis of outcomes, with clear evidence and personal reflection. | Describes implementation and some reflection on results. | Little evidence or unclear reflection. | 60 = Exceeds 50-59 = Meets 0-49 = Below |

| | | | | |
|--------------------------------------|---|--|---|---|
| Final Presentation or Product | Organized, engaging presentation or product; strong visuals, storytelling, or flow. | Clear and complete presentation or product that communicates key findings. | Disorganized or incomplete; missing major components. | 60 = Exceeds 50-59 = Meets 0-49 = Below |
| Peer Feedback | Provides meaningful feedback to peer(s) that shows understanding and care. | Offers general but constructive peer feedback. | Feedback is missing or superficial. | 40 = Exceeds 30-39 = Meets 0-29 = Below |

4. Live Session Attendance and Participation (100 points)

| Criteria | Exceeds Expectations | Meets Expectations | Below Expectations | Points per Session |
|-------------------|---|---|---|---|
| Attendance | Attended all 10 sessions or completed all makeup work. | Attended at least 8 sessions or completed most makeup work. | Missed more than 2 sessions without makeup work. | 70 = Exceeds 60-69 = Meets 0-59 = Below |
| Engagement | Actively participated in breakout rooms, chat, or full-group sharing. | Participated in most discussions or group activities. | Rarely participated or appeared disengaged during sessions. | 30 = Exceeds 25-29 = Meets 0-24 = Below |

Late Work

All assignments should be submitted by the suggested due dates to support timely feedback, meaningful discussion, and steady progress throughout the course. However, I recognize that participants are full-time educators with demanding schedules.

Late work will be accepted without penalty up to one week after the original due date. If more time is needed, participants are encouraged to reach out as soon as possible to request an extension. Communication is key—assignments submitted more than one week late without prior communication may not receive full credit.

The goal is to support your learning and growth, not to penalize life's unpredictability. If something comes up, just let me know—we'll work together to keep you on track.

Incomplete Grades:

Incomplete Grades will be handled according to the University Catalog. If an incomplete grade is issued, the student, instructor, and Associate Dean will develop an agreement for the terms of the incomplete and sign it.

Student Conduct

Students are required to follow the policies set within the Student Code of Conduct at CSU Pueblo. This Code can be found on the Student Affairs website at <https://www.csupueblo.edu/student-affairs/student-conduct/index.html>.

Students with question regarding any guidelines within the Code should contact the Director of Student Conduct and Case Management at 719-549-2092.

Accommodations

<https://www.csupueblo.edu/disability-resource-and-support-center/faculty-staff-resources.html>. If you have a documented disability that may impact your work in this class and for which you may require accommodations, please see the Disability Resource & Support Center (DRSC) as soon as possible to arrange services. The DRSC is located in OSC 201 and can be reached by phone (719-549-2648) and email (csup_dro@csupueblo.edu).

Academic Dishonesty

Academic dishonesty is any form of cheating that results in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own. In cases of academic dishonesty, the instructor will follow protocol as identified by their department. Academic dishonesty is grounds for disciplinary action by both the instructor and the Director of Student Conduct and Community Standards. Any student found to have engaged in academic dishonesty may receive a failing grade for the work in question, a failing grade for the course, or any other lesser penalty which the instructor finds appropriate. To dispute an accusation of academic dishonesty, the student should first consult with the instructor. If the dispute remains unresolved, the student may then state their case to the department chair (or the dean if the department chair is the instructor of the course). A student may appeal a grade through the Academic Appeals Board, if eligible.

Academic dishonesty is a behavioral issue as well as an issue of academic performance. As such, it is considered an act of misconduct and is also subject to the University conduct process as defined in the CSU Pueblo Student Code of Conduct. Whether or not disciplinary action has been implemented by the faculty, a report of the infraction should be submitted to the Office of Student Conduct & Community Standards who may initiate additional disciplinary action. The decision by the Office of Student Conduct & Community Standards may be appealed through the process outlined in the Student Code of Conduct.

See [Syllabus Reference Sheet](#) for full details on the following and more:

Academic Misconduct

Academic misconduct is any form of cheating that results in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own. Academic misconduct is a behavioral issue as well as an issue of academic performance and therefore grounds for disciplinary action by both the instructor and the Director of Student Conduct and Community Standards.

Institutional Equity Statement

CSU Pueblo is committed to equal educational and employment opportunities and to the elimination of all forms of Discrimination, Protected Class Harassment, and Retaliation. Any campus community member in need of support, resources, or guidance is welcome to contact the Office of Institutional Equity and Title IX Coordinator via email at nicole.ferguson@csupueblo.edu, by phone at 719-549-2210, or in person at LARC 187



