

STUDENT TEACHING MANUAL

*A Guide for Student Teachers, Cooperating Teachers,
and University Supervisors*

SPRING 2010

PHED 415

Student Teaching in Health and Physical Education



George Mason University
Health and Physical Education Teacher Licensure Program
School of Recreation, Health and Tourism

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HEALTH & PHYSICAL EDUCATION STUDENT TEACHING PLACEMENTS
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<u>Student Teacher/ School District</u>	<u>Elem School/ Teacher</u>	<u>Secondary School/ Teacher</u>	<u>Univ Supr</u>
Dusty Anderson Fairfax	Great Falls ES Jeannie Trautman	McLean HS John Jones	L. Krout
Chris Baroz Prince William	Neabsco ES Cindy Ward	Gar-Field HS Steve Denard	L. Norden
Kathleen Brady Fairfax	Coates ES Katie Rainier	Franklin MS Jannine Parisi	L. Norden
Jill Chen Fairfax	Deer Park ES *Mandy Stein	Westfield HS Todd Utter/Sharlean Grinups	L. Rikard
Annalisa Culbert Fairfax	Columbia ES *Nick Napolitano	Lake Braddock HS Ellen Hagan	D. Banville
Dylan Dwyer Prince William	Bennett ES Denise Fernald	Brentsville HS Rob Dulin	L. Krout
Blair Piddington Fairfax	Oakton ES Beth Gottschalk	Thoreau MS *Brian McGowan	L. Krout
Kelly Russell Loudoun	Ashburn ES Kelly Clark	Briar Woods HS Duane Colebank	D. Banville
Autumn Schuler Fairfax	Cub Run ES Chris Dofflemyer	Longfellow MS Carolyn Hudson	L. Rikard
Katie Smith Loudoun	Selden's Landing ES Janeen Schutte	Dominion HS Kelly Beauchamp Payne	L. Norden
Cragin Winkler Fairfax	Willow Springs ES Derek Burda	Lake Braddock MS *Amy Haak	D. Banville
Ryan Wood Fairfax	Poplar Tree ES Karen Wintersteen	Woodson HS Rich Gaul	L. Rikard
Amy Yocum Stafford	Kate Waller Barrett ES Kathy Bressler	Rodney Thompson MS Leslie Blanchard	L. Krout

**Clinical Faculty*

GEORGE MASON UNIVERSITY
School of Recreation, Health and Tourism
PHED 415—Student Teaching (12 credit hours)
Spring 2010

DAY/TIME: Monday 4:30-7:10 p.m. **LOCATION:** King Hall 2053

INSTRUCTOR: Ms. Luanne Norden

OFFICE LOCATION: Bull Run Hall, Rm 206 Prince William Campus **OFFICE HOURS:** Tues. 8:00-10:00 a.m.
Wed. 12:00-2:00 p.m

PHONE NUMBER: 703.993.2032 **FAX NUMBER:** 703.993.2025

EMAIL ADDRESS: lnorden@gmu.edu

PREREQUISITES

Completion of all courses in the approved program; admission to and good standing in the teacher education program; acceptance in student teaching.

COURSE DESCRIPTION

Supervised clinical experience of a full semester in approved schools. Required experiences in elementary (7 weeks) and secondary (7 weeks) school setting. Includes participation in workshop and related activities, and scheduled seminars.

COURSE OBJECTIVES

At the completion of this course, students should be able to:

1. Teach with total authority (under the supervision of a state licensed cooperating teacher) all aspects of a physical education program over a period of 7.5 weeks each at the elementary and secondary level. Mason requires 300 student teaching hours, including 150 hours of direct instruction.
2. Develop and communicate daily lesson plans to meet the needs of diverse student populations.
3. Write a unit plan at each placement level. The unit plan will include lesson plans in the Mason format.
4. Develop and use appropriate assessment techniques congruent with learning goals at each level.
5. Utilize direct and indirect strategies to include peer assessment and cooperative learning.
6. Show the ability to utilize technology in the classroom (i.e. heart rate monitors).
7. Apply appropriate classroom management strategies at each level.
8. Interact with the family/community (i.e. communication with parents, family fitness night) at each placement to promote learner growth and physical activity.
9. Self-evaluate your teaching through bi-weekly progress reports, weekly reflection logs, videotape analyses and reflective statements.
10. Establish productive partnerships with clinical faculty, cooperating teachers and your university supervisor.
11. Develop, organize and present your Professional Portfolio.
12. Identify and report learners in distress to your mentor teacher.
13. Adhere to learner behaviors and rights regarding equity, confidentiality, safety and mutual respect.

14. Attend department meetings, district meetings and state conventions as professional activities when appropriate.
15. Identify ways to become an advocate in your school/community for physical activity.

REQUIRED READINGS

1. Student Teaching Manual
2. County/School Policy Handbooks

EVALUATION

Requirements

1. Student teaching at the elementary and secondary level.
2. Development and presentation of Professional Development Portfolio.
3. Assignments and participation at seminars.

Grading Scale (no plus or minus)

- 70% Student Teaching
 30% Professional Portfolio and Assignments

COURSE OUTLINE

DUE

January 25	Resume
February 8	Family/Community Involvement
February 22	Videotape and Analysis—Elementary Level <i>In collaboration with cooperating teacher</i>
March 8	Unit Plan
March 22	Portfolio Checkpoint Personal Evaluation at the Elem Level
April 5	Teacher Work Sample
April 19	Mock Interview
May 3	Videotape and Analysis—Secondary Level <i>In collaboration with cooperating teacher</i>
May 10 Portfolio Presentations**	Portfolio Personal Evaluation at the Secondary Level

*Assignments and logs not turned in to the instructor will result in an INCOMPLETE for the course.

**The portfolio presentation is a requirement of the course. Failure to present the portfolio will result in a letter grade lower, for the course. Make up presentations will be conducted ONLY if prior permission is granted by the instructor or the student has a written doctor's excuse.

**STUDENT TEACHING WORKSHOP
AGENDA**

January 13, 2010
Bull Run Hall 253

- | | | |
|------------------|--|-------------------------------------|
| 9:00-9:30 a.m. | Intro to PHED 415 | |
| 9:30-10:30 a.m. | Getting Organized | |
| 10:45-12:00 p.m. | Teacher Work Sample AND Portfolio Discussion | |
| 12:00-1:00 p.m. | LUNCH | |
| 1:00-1:30 p.m. | Teacher Awareness | Dr. Rikard |
| 1:30-2:00 p.m. | Meet with University Supervisor | |
| 2:00-3:00 p.m. | Resume Writing | Virginia Wheeler
Career Services |

GUIDELINES FOR STUDENT TEACHERS

The student teacher is expected to:

- Be at school during the regularly scheduled day between the dates as set. In the event of illness, the intern will notify the clinical faculty/cooperating teacher and the university supervisor **previous to the beginning of the school day.**
- All other absences must be requested in writing and approved by the clinical faculty/cooperating teacher and university supervisor. Time missed in excess of three days must be made up.
- Develop a unit plan at each placement. Have a daily written lesson plan (using the Mason format) for each class or portion of a class that is taught. Revisions of lessons taught are to be completed by the student teacher daily. Keep a notebook of all lesson plans which may be checked by the university supervisor at frequent intervals. Plan to provide a copy of your lesson to your university supervisor while they are observing/evaluating you.
- Follow the teaching philosophy as established by the cooperating teacher. Disciplinary measures used by the student teacher should conform to the instructions of the cooperating teacher and the cooperating school.
- Participate, assist, and/or teach any of the co-curricular activities that are the responsibility of the cooperating teacher as that teacher desires.
- Attend faculty, PTA, student advisory meetings and in-service sessions that may be scheduled.
- If possible, arrange to observe in a subject classroom for one hour.
- Take full responsibility of the classes assigned by the clinical faculty/cooperating teacher for a minimum of four weeks.
- Keep the Log of Hours updated daily and submit it to the cooperating teacher for approval. Log all activities to the nearest half-hour (.5).
- Submit bi-weekly reports to your university supervisor. Each report must be signed by the student teacher and the clinical faculty/cooperating teacher.
- Keep a copy of all required documents for licensure (Progress Reports, Log of Hours, Observation/Evaluation Report, and Evaluation of Student Teacher).
- Ask your clinical faculty/cooperating teacher for a letter of recommendation during the last week of your placement.

GUIDELINES FOR COOPERATING TEACHERS

- You are the Student Teacher's Mentor. Set expectations. Your role is to help the student teacher succeed.
- Introducing the Student Teacher. Tell your students the student teacher is part of the teaching staff. For example, you might say, "I would like to introduce _____ who will be here teaching for the next 7 weeks."
- Policies. Read the policies in this manual. They explain absences, substituting, attendance at seminars, and the dress code policy.
- Unit Plan and Lesson Plans. The student teacher is expected to develop a unit plan at each placement level, and is required to have a lesson plan every time they teach. They also need to reflect on each lesson and make the appropriate adjustments. Please enforce daily lesson plans using the Mason format. The student teacher is required to keep a notebook of all their lesson plans. If the student teacher is not prepared with a lesson plan, they should not be allowed to teach.
- Videotaping. The student teacher is required to be videotaped a minimum of 2 times at each placement. Please help the student teacher schedule the videotaping, as this is a valuable teaching tool. This videotape is for educational purposes only.
- Observations/Evaluations. The student teacher will have a minimum of 2 written observations/evaluations at each level. The university supervisor will schedule at least 2 visits to your school. The first evaluation will be coordinated with the student teacher (with your approval). The second will be unknown to the student teacher and will be coordinated between you and the university supervisor. If you are clinical faculty, you are responsible for one of these evaluations.
- Log of Hours. The student teacher completes the log of hours and it is approved by you. Everyday of the placement should be recorded (i.e. sick days, snow days, holidays, etc.)
- Bi-weekly Progress Reports are initiated by the student teacher and completed by you and the student teacher.
- Evaluation of Student Teacher. Complete this form halfway through the placement and discuss it with the student teacher. This allows the student teacher to see what areas of improvement are needed. This same form should be completed and again discussed with the student teacher during the last week. Nothing should be a surprise to the student teacher at this point. Record the grade the student teacher has earned. The final evaluation must be signed by the principal or their designee.
- Dispositions Form. This form will be sent to you electronically and needs to be completed electronically and returned to the Coordinator of Student Teaching.

Complete this form during the last week of the placement and discuss it with the student teacher.

- Your pay form will be emailed to you. Complete it and mail it to the address provided on the form.
- The student teacher should observe your teaching style during the first week. You might want to model a lesson and have the student teacher teach it for the next class. By the third week, the student teacher should be in charge. During the last week, gradually start taking back your classes.
- The student teacher can start accumulating independent hours the first week. They are required to earn 150 hours of independent teaching, 75 hours at each level.
- You and your student teacher need to determine how often you will meet to reflect and evaluate...at the end of everyday is preferred.

Requirements for Student Teacher Placements

- 1) Teachers must be fully licensed in Virginia in health and physical education and have been teaching in their school district for at least 3 years.
- 2) Teachers cannot be in-season coaches during the student teaching placement.
- 3) Teachers must teach skills and strategies, be innovative, show the use of technology, serve as role models in classroom management, and show a commitment to the profession.
- 4) Teachers must have a vested interest in their own students' learning as well as the student teacher's learning. Teachers must be committed to helping the student teacher develop and improve.
- 5) Teachers must be willing to work with Mason over multiple semesters.

POLICIES

Placements and Unpaid Internships. Placements are determined by the Coordinator of Student Teaching in consultation with the Placement Coordinator in each county. Student teacher requests for preferred placement sites are not allowed. Student teachers are not placed in schools where they coach, work, or volunteer, due to a conflict of interest. Internships in the Health and Physical Education Teacher Licensure Program are unpaid and student teachers are not allowed to accept a teaching position for pay during their internship.

Attendance. Student teachers maintain the same schedule as clinical faculty/cooperating teachers, and are expected to extend the contract day as needed. Student teachers follow the school calendar, not the university calendar, until the end of the Mason semester.

Absences. Student teachers follow the directions of their clinical faculty/cooperating teachers regarding notification of absences for illness or other emergencies. The university supervisor must be notified of all absences. All other absences must be approved in advance by the clinical faculty/cooperating teacher and university supervisor. Time missed in excess of three days must be made up at the end of the placements. (These 3 days are to be used for illness and emergencies only!!)

Absences at the student teaching workshop and/or PHED 415 seminars will result in an equal number of days that are made up at the end of the placements. Arriving more than 30 minutes late at the aforementioned meetings will be considered an absence and must be made up at the end of the placements. Student teachers must notify the course instructor of absences at the student teaching workshop and/or seminars.

Late Arrival. Chronic lateness during the internship will require those students to spend extra weeks in the student teaching assignment. The following is the policy for being late: Late TWO times in one week—ADD ONE WEEK to student teaching at that level. Late FIVE times in one week—ADD TWO WEEKS to student teaching at that level. Late FOUR times in seven weeks—ADD ONE WEEK to student teaching at that level. Late MORE THAN FOUR times in seven weeks—ADD ONE WEEK FOR EVERY TWO late arrivals.

Dress Code. The following applies to all required teacher preparation courses involving activity, field experience and the internship.

1. Be well groomed (hair, beard, mustache, overall appearance).
2. Wear a clean shirt with a collar (golf style), mock turtleneck or turtleneck style tops. We encourage Mason insignia on appropriate attire.
3. Wear shorts that are at least mid-thigh length.
4. Wear wind pants and warm-up wind suits.
5. Wear clean athletic shoes and socks.
6. Shirts are to be tucked into shorts or pants.

In the spirit of collaboration with the public school systems, concern about personal safety, and expected professional appearance, majors are required to comply with the following dress limitations by avoiding these choices:

1. Sandals, hiking boots, high-heeled shoes.
2. T-shirts and tank tops.
3. Dress socks and street shoes.

4. Short shorts (running shorts).
5. Hats (indoors).
6. Excessive jewelry including body piercing, other than earrings.
7. Ripped or soiled clothing.
8. Inappropriate print or logo on clothing.
9. Jeans or cut-off jeans.

Professional and Legal Responsibilities. Student teachers are agents of the University and are covered by the Commonwealth's Risk Management Plan (insurance) for professional and general liability claims arising from their prescribed duties. This insurance does not cover illegal, willful, or knowingly unsafe acts; nor does it cover the operation of non-Mason vehicles. In the event of an incident that may result in such a claim, the student teacher must immediately notify their University Supervisor.

CHECKLIST FOR OBSERVATION/EVALUATION

- Lesson Plan (presented to the University Supervisor before the lesson starts)

- Lesson Plan Notebook

- Unit Plan

- Log of Hours

- Portfolio (in progress)

- Progress Report

- Mid-point Evaluation

- Teacher Work Sample (elementary placement)

- Dispositions form

CALENDAR

Spring 2010

Weekly Reflection Logs are due by 8 am every Monday starting January 25 (no log due the Monday after Spring Break). Post the log under Discussions at courses.gmu.edu.

January

- 13 Student Teaching Workshop
- 19 First Day at the Elementary Level
- 25 Seminar
- 29 Progress Report Due

February

- 8 Seminar
- 12 Progress Report Due
- 17 Midpoint Evaluation Due
- 22 Seminar
- 26 Progress Report Due

March

- 8 Seminar
- 12 Last Day at the Elementary Level
Progress Report Due
Final Evaluation Due (signed by Principal)
Log of Hours Due
- 15 First Day at the Secondary Level
- 22 Seminar
- 26 Progress Report Due

April

- 5 Seminar
- 14 Midpoint Evaluation Due
- 16 Progress Report Due
- 19 Seminar
- 30 Progress Report Due

May

- 3 Seminar
- 7 Last Day at the Secondary Level
Final Evaluation Due (signed by the Principal)
Log of Hours Due
- 10 Portfolio Presentations

WEEKLY REFLECTION LOG

Name: _____ Week of: _____ Week #: _____

Directions: Complete one reflection log at the end of each week of student teaching. Turn in your logs to Ms. Norden at the bi-weekly seminars. Keep the original in your professional portfolio.

1. The most significant thing that happened in my teaching this week was...

2. When I think about my teaching, I'm most concerned about...

a)

b)

c)

3. I feel ...

4. Questions I have after teaching this week are

5. My other thoughts and reactions...

6. I rate my experience this week as: (use an "x" to denote your answer)

Inadequate					Marginal					Excellent
1	2	3	4	5	6	7	8	9	10	

***WRITE on back of this page or add pages if you have more that you want to say.

FAMILY/COMMUNITY INVOLVEMENT ASSIGNMENT

What does your school do to promote family/community involvement in physical education? Bring examples and explain it in your paper. Also discuss your ideas for improving/expanding the family/community involvement in physical education in your school. What would be effective in your community? What would need to be done to make your idea a reality? This 1-2 page paper should be typewritten.

VIDEOTAPE ANALYSIS AND RUBRIC

You are required to be videotaped 2 times at each placement. A written analysis is required from one of those classes. You may use one of the following observational tools for your written analysis, (1) Practice Opportunity and Success Rate Recording Sheet, (2) Student Behaviors' Recording Sheet, (3) Quality Demonstration Checklist, and (4) Effective Health Class Checklist. Bring the videotape and written analysis (**look at the rubric below for points to include in the written analysis**) to the seminar and choose a 3-5 minute segment of the tape to show your classmates. Sound is required on your video. If the quality of the recording is not acceptable, you will be required to redo the videotape and analysis. The observational tools can be found at courses.gmu.edu—PHED 415.

Element	Levels of Performance		
1. Calculations on the tool are accurate.	Yes (1): Calculations are accurate.	No (0): Calculations are inaccurate.	
2. Data collection on tool was appropriately used in the summary.	Target (3): Data was thoroughly discussed in the summary.	Acceptable(2): Data was partially described in the summary.	Unacceptable (0-1): Data was not addressed in the summary.
3. Possible improvements using the data are discussed.	Target (3): Data was used to note 2 possible ways to improve.	Acceptable (2): Data was used to note 1 possible way to improve.	Unacceptable (0-1): Data was not used and no possible ways to improve are discussed.
4. Evaluate the effects of your teaching on your students.	Target (3): Correctly states 2 effects and gives evidence for each.	Acceptable (2): States 2 effects without evidence. States 1 effect and gives evidence.	Unacceptable (0-1): States 1 effect without evidence. Effects not stated.

TEACHER WORK SAMPLE TASKS

You are required to develop a unit plan at the elementary and secondary level. The following tasks will guide you in assessing student learning, thus, documenting the effectiveness of your teaching. This assignment should accompany your unit at the elementary level. Choose one grade level to assess (i.e. 3 classes of 3rd grade = 64 students)

Relevant Factors

How do the following affect the teaching-learning process? Include positive factors and challenges that affect instruction and student learning. In your discussion include:

- **Community, district and school factors.** Address geographic location, community and school population, socio-economic profile and cultural considerations.
- **Classroom factors.** Address physical features, availability of technology equipment and resources and the extent of parental involvement. Other relevant factors include classroom rules and routines, grouping patterns and scheduling.
- **Student characteristics.** Address the student characteristics you must consider as you design instruction and assess learning. Include factors such as age, gender, race/ethnicity, special needs, achievement/development levels, culture, language, interests, learning styles and students' skill levels. Make sure you address students' prior knowledge and skills that will influence the development of your learning goals, instruction and assessment.
- **Instructional implications.** Address how contextual characteristics of the community, classroom and students have implications for instructional planning and assessment. Include specific instructional implications for at least two student characteristics and any other factors that will influence how you plan and implement your unit.
- **State the Teacher Work Sample Specifics.** This should include the grade level you are assessing, the total number of students you are assessing, the subgroups you have selected, and the total number of students in the subgroups.

Learning Goals

Provide and justify the learning goals for the unit. Present the learning goals and justification for each in a table or chart.

- **List the learning goals** (not the activities) that will guide the planning, delivery and assessment of your unit. These goals should define what you expect students to know and be able to do at the end of the unit. Number or code each learning goal so you can reference it later.
- **Provide justification** for your choice of learning goals. Include type (i.e. cognitive, affective, psychomotor) and level (i.e. elementary, middle or high) of learning; appropriateness; and alignment with local, state or national standards.

Assessment Plan

Design an assessment plan to monitor student progress toward learning goals. Use multiple assessment strategies and approaches aligned with learning goals to assess student learning before,

during, and after instruction. These assessments should measure student learning and may include performance-based tasks, paper-and-pencil tasks, or verbal instructions.

- **Include a description of pre- and post-assessments that are aligned with your learning goals.** Clearly explain how you will evaluate or score pre- and post-assessments. Focus on specific questions or skills, not overall percentage of scores. State what criteria you will use to determine if the students' performance meets the learning goals. Include evidence of pre- and post-assessments (copies of the assessments or student directions) and criteria for judging student performance.
- **Discuss your plan for formative assessment that will help you determine student progress during the unit.** Describe the indicators you will use to check on student progress. Establish at what points in your teaching it will be important to assess students' progress toward learning goals.
- **List each learning goal, assessments used to judge student performance relative to learning goals, and adaptations of the assessments for the individual needs of students based on pre-assessment and contextual factors.** The purpose of this discussion is to depict the alignment between learning goals and assessments. Present this information in a table (i.e. Learning Goal, Assessments Used, Adaptation).

Design for Instruction

Describe how you will design your unit instruction related to unit goals, students' characteristics and needs, and the specific learning context.

- **Results of pre-assessment.** After administering the pre-assessment, analyze student performance relative to the learning goals. Analyze the results of the pre-assessment indicating the students' progress toward each learning goal. Discuss how this analysis will guide your instruction or modification of the learning goals.
- **Unit overview.** Provide an overview of your entire learning unit. Include the topic or activity you are planning for each day. Indicate the goal (coded from your Learning Goals section) that you are addressing in each activity. Make sure that every goal is addressed by at least one activity and that every activity relates to at least one goal.
- **Activities.** Describe three activities that reflect a variety of instructional strategies/techniques and explain why you are planning those specific activities. In your explanation for each activity, include:
 - how the content relates to your instructional goal,
 - how the activity stems from your pre-assessment information and instructional content,
 - what materials/technology you will need to implement the activity, and
 - how you plan to assess student learning during and/or following the activity.

Instructional Decision-Making

Provide an example of instructional decision-making based on students' learning or responses.

- Think of a time during your unit when a student's learning or response caused you to modify your original design for instruction. (The resulting modification may affect other students as well.)
 - Describe the students' learning or response that caused you to rethink your plans. The student's learning or response may come from a planned formative assessment or another source (not the pre-assessment).
 - How did this student's learning inform your decision regarding what you did next?
 - Describe what you did and clarify why you thought this would improve student progress toward the learning goal. Discuss what happened and explain why.

Analysis of Learning Results

Analyze your pre/post assessment data to determine students' progress related to the unit learning goals. Use graphs to communicate the performance of the whole class and subgroups. Conclusions drawn from this analysis should be provided in a discussion/paragraph.

- **Whole class.** Use aggregate data to draw conclusions about the extent to which the whole class attained all learning goals. Provide a graphic representation to compare pre- and post-assessment results for each goal. Show pre and post results on the same graph.
- **Subgroups.** Select a group characteristic to analyze in terms of one learning goal (e.g. gender, performance level, language proficiency, or other attributes of diversity). Explain how you selected this group and why it is important to understand the learning of this particular subgroup in relation to one significant learning goal. Provide a graphic representation to compare pre- and post-assessment results for the goal. Explain why you think students in the subgroup performed this way.

Reflection and Self Evaluation

Reflect on your performance as a teacher in guiding the instructional process of this unit and link your performance to student learning results. Identify future actions for improved practice and professional growth.

- **Reflection on your instruction and student learning.** Write a narrative identifying the two instructional strategies and activities that contributed most to student learning. Describe why you think these strategies and/or activities were effective in helping your students reach the learning goals of this unit.
- **Reflection on improving your practice.** Describe what you believe were the two greatest barriers to learning for your students in this unit. Focus only on factors you can affect as a teacher. Discuss what you could do differently or better in the future to improve your student's performance.
- **Reflection on your teaching performance.** Assess your teaching performance in this unit. How did your performance impact the learning of your students?
- **Reflection on possibilities for professional development.** Identify two professional growth activities that will most likely improve your performance.

Adapted from: Conway, K., Ray, J., & Steuver, A. (2003). *Teacher work sample: A new way to develop a unit*. Paper presented at Kappa Delta Pi Convocation, St. Louis, MO.

Rubric Teacher Work Sample

<u>Standards:</u>	<u>Unacceptable</u>	<u>Acceptable</u>	<u>Target</u>
Description of context	Two or fewer factors are discussed.	Discusses 3 factors. Evidence of understanding	Discusses all 4 factors. Evidence of understanding. Clearly stated. Complete work sample specifics (i.e., grade level, total students, subgroup, number of students)
Learning Goals	Lists no more than 2 goals. No justification. Goals are numbered.	States what students should know and be able to do at the end of the unit. Some justification provided. Goals are numbered and in table or chart form	Clearly defines what students should know and be able to do at the end of the unit. Thorough justification provided. Goals are numbered. Presented in table or chart form.
Assessment Plan	One assessment strategy is used to assess student learning.	Two different assessment strategies align with learning goals to assess student learning before, during and after instruction. Focused on specific questions or skills. No assessment tool is included.	Multiple assessment strategies align with learning goals to assess learning before, during and after instruction. Focused on specific questions or skills. Presented in table/chart. Pre and post assessment tools included.
Design for Instruction	Pre-assessment related to instruction not discussed. Overview of unit is provided.	Results from pre-assessment are discussed. Overview of unit is provided.	Results from the pre-assessment and how the results guide instruction or modify learning goals are discussed. Overview of unit is provided with daily plan of how every activity relates to a specific learning goal.
Instructional Decision-Making	The example of instructional decision-making is not based on	One example of instructional decision-making based on	One example of instructional decision-making based on

	students' learning or responses.	students' learning or responses is discussed	students' learning or responses is discussed. Clear explanation of what happened and why is given.
Analysis of learning results	Chart, graph or discussion analyzes only one of the 3 assessments, pre/post and formative.	A discussion provides analysis of data including pre/post and formative assessments to determine students' progress related to learning goals. Chart/graph shows pre/post results but on separate graphs.	One chart or graph is used to show pre/post and formative assessment data analysis to determine students' progress related to learning goals. Discussion of outcomes is provided. Sub-groups (i.e., boys vs. girls) are shown on a second graph with discussion.
Reflection and Self-Evaluation	Your teaching performance briefly discussed relative to student learning. No actions are noted.	Your teaching performance is discussed relative to student learning. Actions for improvements are noted.	A thorough discussion is provided about your performance as a teacher and results of student learning. Future actions are discussed for improved practice and professional growth.

MOCK INTERVIEW ASSIGNMENT

Tell your Cooperating Teacher that one of your assignments is to provide a written summary of a mock interview with the person in your school who interviews candidates for Physical Education teaching positions. (i.e. Principal, Assistant Principal). Schedule an appointment for a mock interview with this person (your Cooperating Teacher may need to help you do this). Dress appropriately and take your portfolio to the interview.

After the interview, reflect on the questions that were asked. Were you prepared to answer the questions? If not, how can you be better prepared next time? Did the interviewer provide any advice or feedback? What did you learn?

The introduction of the paper should include the name and title of the person who interviewed you and the date of the interview. This summary should be 1-2 pages typewritten.

PROFESSIONAL PORTFOLIO FORMAT

Introduction

The primary purpose of the professional portfolio is to show achievement of the NASPE teacher standards. The portfolio serves as a comprehensive representation of your accomplishments. It will be used as an assessment to show your learning and growth over time.

Portfolios are not made up of anything and everything. The portfolio should be a collection of works that you have selected because they are significant examples of growth. Each piece of work is called an artifact.

Format

- See courses.gmu.edu (PHED 415) for the electronic portfolio template.
- Grammar and spelling should be carefully checked.
- The following artifacts are required in your portfolio in the first section titled *Professional Documentation*. The items should be in the order listed below.
 - Resume
 - Letter(s) of Recommendation from Cooperating Teacher(s)
 - Philosophy of Education
 - Documentation from Student Teaching Internship (bi-weekly progress reports, observation reports, final evaluations)
- Include written or auditory reflections that give meaning to the artifacts in your portfolio. Remember, you are trying to show self-assessment or reflection of the event or document that resulted in a change and contributed to meaningful teaching and learning. A reflection should begin each section explaining why you chose the artifacts in that section and how it is an example of your learning and growth.

**GEORGE MASON UNIVERSITY
PHED 415**

Professional Development Portfolio

Beginning Physical Education Teacher Standards and Artifact Examples

STANDARD	DESCRIPTION	ARTIFACT EXAMPLES
Standard #1 Content Knowledge	Understand physical education content and disciplinary concepts related to the development of a physically educated person.	<ul style="list-style-type: none"> • Photo of poster showing cues • Power point presentation on history of sport or skills • PRAXIS II score report
Standard #2 Growth and Development	Understand how individuals (your students) learn and develop, and provide opportunities that support physical, cognitive, social and emotional development.	<ul style="list-style-type: none"> • Teacher Work Sample • Video Analysis • Advocacy Project (PHED 403)
Standard #3 Diverse Learners	Understand how individuals differ in their approaches to learning and create appropriate instruction adapted to these differences.	<ul style="list-style-type: none"> • Modification Project (PHED 308) • Ecological Eval (PHED 308) • Lesson Plan (PHED 202)
Standard #4 Management and Motivation	Use and have 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.	<ul style="list-style-type: none"> • Teacher Work Sample • Video Analysis • Classroom description and successful classroom management strategies
Standard #5 Communication	Use knowledge of effective verbal, nonverbal, and media communication techniques to enhance learning and engagement in physical education.	<ul style="list-style-type: none"> • Newsletter (PHED 403) • Communication with parents/guardians • Photos of bulletin board

Standard #6 Planning and Instruction	Understand the importance of planning developmentally appropriate instructional units to foster the development of a physically educated person.	<ul style="list-style-type: none"> • Unit Plan (PHED 404)
Standard #7 Student Assessment	Understand and use the varied types of assessment and their contribution to the overall program and the development of the physical, cognitive, social and emotional domains.	<ul style="list-style-type: none"> • Rubrics • Lesson Plans • Unit Plan (PHED 415)
Standard #8 Reflection	Understand the importance of being a reflective practitioner and its contribution to overall professional development and actively seek opportunities to sustain professional growth.	<ul style="list-style-type: none"> • Membership in professional association • Weekly reflection logs • Video analysis • Mock interview
Standard #9 Technology	Use information technology to enhance learning and personal and professional productivity.	<ul style="list-style-type: none"> • Summary of technology trained to use and/or used during student teaching • Resource File (HEAL 405)
Standard #10 Collaboration	Understand the necessity of fostering collaborative relationships with colleagues, parents/guardians, and community agencies to support the development of a physically educated person.	<ul style="list-style-type: none"> • Video Analysis • Field Experience (PHED 403 & 404) • Communication with parents/guardians, colleagues • Advocacy Project (PHED 403)

PROFESSIONAL PORTFOLIO RUBRIC

General Planning	Satisfactorily Included (2)	Partially Included (1)	Missing (0)	SCORE
Electronic format (CD)				
Attention to detail-carefully proofread				
Each standard (section) has a reflective statement which describes professional growth and explains how the artifacts provide evidence that the NASPE standard has been met.				
Professional Documentation section includes: Resume Letter(s) of Recommendation Philosophy of Education Documents from student teaching (progress reports, observation reports, final evaluations)				
Presentation is organized, creative, and informative. Information is presented within required time frame and visuals are utilized. Use of power point is required (maximum of 12 slides=2 page handout; maximum of 5 words per line and 5 lines per slide)				

Rating scale:

2 = Exceeds Expectations

1 = Meets Expectations

0 = Unacceptable

If the score is 0 on any standard, the portfolio must be revised and resubmitted.

Content Knowledge NASPE Standard 1

Score _____

Sample indicators:

- Identify critical elements of motor skill performance and combine motor skills into appropriate sequences for learning.
- Demonstrate competent motor skill performance in a variety of physical activities.
- Describe performance concepts and strategies related to skillful movement and physical activity.
- Describe and apply biophysical and social-psychological concepts to skillful movement, physical activity and fitness.
- Understand and debate current physical education/activity issues and laws.
- Demonstrate knowledge of approved state and national content standards, and local program goals.

Evidence:

Growth and Development NASPE Standard 2

Score _____

Sample indicators:

- Design safe instruction that meets student developmental needs in the physical, cognitive, and social/emotional domains.
- Understand the biological, psychological, sociological, experiential, and environmental factors that influence developmental readiness to learn.
- Implement appropriate learning/practice opportunities based on understanding the student, the learning environment, and the task.

Evidence:

Diverse Students NASPE Standard 3

Score _____

Sample indicators:

- Implement appropriate instruction that is sensitive to students' strengths/weaknesses, multiple needs, learning styles, and prior experiences.
- Use appropriate services and resources to meet diverse learning needs.

Evidence:

Management and Motivation NASPE Standard 4

Score _____

Sample indicators:

- Use managerial routines that create smoothly functioning learning experiences and environments.
- Manage resources to provide active and equitable learning experiences.
- Use a variety of developmentally appropriate practices to motivate students to participate in physical activity in and out of school.
- Use strategies to help students demonstrate responsible personal and social behaviors that promote positive relationships and a productive learning environment.

- Develop an effective behavior management plan.

Evidence:

Communication NASPE Standard 5

Score _____

Sample indicators:

- Demonstrate effective communication skills.
- Communicate managerial and instructional information in a variety of ways.
- Communicate in ways that demonstrate sensitivity to all students.
- Implement strategies to enhance communication among students in physical activity settings.

Evidence:

Planning and Instruction NASPE Standard 6

Score _____

Sample indicators:

- Identify, develop, and implement appropriate program and instructional goals.
- Develop long and short-term plans that are linked to both instructional goals and student needs.
- Select and implement instructional strategies to facilitate learning.
- Design and implement learning experiences that are safe, appropriate, relevant, and based on principles of effective instruction.
- Apply pedagogical knowledge in developing and implementing effective learning environments and experiences.
- Provide learning experiences that allow students to integrate knowledge and skills from multiple subject areas.

Evidence:

Student Assessment NASPE Standard 7

Score _____

Sample indicators:

- Identify key components of various types of assessment.
- Use a variety of assessment techniques to assess student understanding and performance, provide feedback, and communicate progress.
- Involve students in self and peer assessment.
- Interpret and use data to make curricular and/or instructional decisions.

Evidence:

Reflection NASPE Standard 8

Score _____

Sample indicators:

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

Evidence:

Technology NAPSE Standard 9

Score _____

Sample indicators:

- Application of current technologies to physical education
- Implement student learning activities that integrate information technology
- Use technologies to communicate, network, locate resources, and enhance continuing professional development

Evidence:

Collaboration NASPE Standard 10

Score _____

Sample indicators:

- Advocate in the school and community.
- Participate in the professional physical education community.
- Seek community resources to enhance physical activity opportunities.
- Establish productive relationships with parents/guardians and school colleagues, to support student growth and well-being.

Evidence:

TOTAL SCORE _____/30

PERSONAL EVALUATION OF STUDENT TEACHING

Elementary Level

Provide typewritten responses to the following questions.

1. What are my most memorable experiences from the past eight weeks?
 2. List 2 strengths and 2 weaknesses of my student teaching experience during the past eight weeks?
 3. What grade level(s) do I feel most and least comfortable and confident?
 4. What have been my most positive and negative experiences during the past eight weeks?
 5. In what ways have these experiences been helpful and meaningful? How could they have been more helpful and meaningful?
 6. List the strengths of your cooperating teacher and university supervisor.
 7. Would you recommend your cooperating teacher be considered for such a responsibility in the future?
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Secondary Level

- 1-7 Answer questions 1-7 above.
8. Compare your student teaching experiences at the elementary and secondary school levels.
9. In what ways has your personal philosophy of physical education changed/been reinforced during the past 15 weeks?
10. Based on your professional preparation program at George Mason University, in what areas did you feel most and least prepared for what you have experienced during the past 15 weeks?

LOG OF HOURS

Student Teacher/Intern _____ Log Sheet # _____

Verified by Cooperating Teacher Signature _____
 (Signature)

Reviewed by University Supervisor _____
 (Signature)

Before filling in this form, make sufficient copies for the student teaching/internship period.

Date	Hours of Co-Teaching	Hours of Independent Teaching	Hours of Other Activities	Hours of School-Based Activities	Comment
Total Hours:					

OBSERVATION/EVALUATION REPORT

Date: _____

Student Teacher: _____ School: _____

Observer: _____ Clinical Faculty *or* University Supervisor

Activities Observed: _____ Grade/Subject(s): _____

CONTENT KNOWLEDGE (Standard 1), & PLANNING & INSTRUCTION (Standard 6):

GROWTH AND DEVELOPMENT (Standard 2), & STUDENT ASSESSMENT (Standard 7):

MANAGEMENT AND MOTIVATION (Standard 4), & COMMUNICATION (Standard 5):

REFLECTION (Standard 8), COLLABORATION (Standard 10) & PROFESSIONAL DISPOSITIONS:

RECOMMENDATIONS:

Teacher's Signature

Date

Student Teacher's Signature

Date

EVALUATION OF STUDENT TEACHER

Student Teacher: _____ School: _____

Level(s): _____ Evaluator: _____ University Sup. or Coop. Teacher

Spring Fall Yr _____

Recommended Midpoint Evaluation Grade: _____ or End-of-Semester/Final Grade: _____

Use this list of outcomes¹ and rating scale for assessment of the student teacher’s performance at the midpoint and end of independent teaching. Write the number of the appropriate rating in the space provided. The student teacher should demonstrate growth throughout the experience. Performance should be assessed according to expectations for an intern. See the scale at the end to determine the grade. Pluses (+) and minuses (-) are not used during the internship.

The evaluator’s judgments about the student teacher’s performance should be made in relation to the following criteria. *Comments must be provided for ratings of 1, which indicate marginal or unsatisfactory performance.*

Performance Rating Scale

- 3 = Meets the outcome consistently
- 2 = Meets the outcome occasionally
- 1 = Meets the outcome rarely
- N/A = No opportunity to rate the outcome yet (Appropriate only for the midpoint evaluation)

Standard 1: Content Knowledge

Rating

The student teacher understands physical education content and disciplinary concepts related to the development of a physically educated person.

- 1. Combines motor skills into **appropriate sequences** for the purpose of improving learning. _____
- 2. Demonstrates **competent motor skill performance** in a variety of physical activities. _____
- 3. Uses **concepts and strategies** (e.g. fitness principles, game tactics) in their teaching. _____
- 4. Applies **theoretical concepts** (e.g. anatomical, physiological, biomechanical, etc.) in their teaching. _____
- 5. Demonstrates knowledge of the **local program of study**. _____

Comments: (Use reverse side if needed)

Standard 2: Growth and Development

Rating

The student teacher understands how individuals learn and develop and provides opportunities that support their physical, cognitive, social, and emotional development.

- 6. Monitors students’ performance in order to design safe instruction that meets their developmental needs in the **physical, cognitive and social/emotional domains**. _____

¹ Based on National Association for Sport and Physical Education. (2001). *Initial physical education program report manual* (5th ed.). Reston, VA: Author.

Comments: (Use reverse side if needed)

Standard 3: Diverse Students

Rating

The student teacher understands how individuals differ in their approaches to learning and creates appropriate instruction adapted to these differences.

7. Identifies, selects, and implements appropriate instruction that is **sensitive to students'** strengths/weaknesses, multiple needs, learning styles, and prior experiences (e.g., cultural, personal, family, community).

8. Uses **appropriate services and resources** to meet diverse learning needs.

Comments: (Use reverse side if needed)

Standard 4: Management and Motivation

Rating

The student teacher uses 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.

9. Uses **managerial routines** that create smoothly functioning learning experiences and environments.

10. Organizes, allocates, and manages **resources** (e.g., students, time, space, equipment, activities, teacher attention) to provide active and equitable learning experiences.

11. Uses a variety of developmentally appropriate practices to **motivate students** to participate in physical activity in and out of the school.

12. Uses strategies to help students demonstrate **responsible personal and social behaviors** (e.g., mutual respect, support for others, safety, cooperation)

13. Develops an effective **behavior management plan**.

Comments: (Use reverse side if needed)

Standard 5: Communication

Rating

The student teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to enhance learning and engagement in physical activity settings.

14. Describes and demonstrates effective **communication skills** (e.g., use of language, clarity, conciseness, pacing, giving and receiving feedback, age-appropriate language, nonverbal communication).

15. Communicates managerial and instructional information in a **variety of ways** (e.g., bulletin boards, music, task cards, posters, Internet, video).

16. Communicates in ways that demonstrate **sensitivity to all students** (e.g., ethnic, cultural, socioeconomic, ability, and gender differences).

17. Describes and implements strategies to **enhance communication among students** in physical activity settings.

Comments: (Use reverse side if needed)

Standard 6: Planning and Instruction

Rating

The student teacher plans and implements a variety of developmentally appropriate instructional strategies to develop physically educated individuals, based on local, state and national (NASPE K-12) standards.

Identifies, develops, and implements:

- 18. appropriate program and instructional **goals**. _____
- 19. **long and short-term plans** linked to both goals and student needs. _____
- 20. **instructional strategies**, based on selected content, student needs, and safety issues. _____
- 21. **learning experiences** that are safe, appropriate, relevant, and based on principles of effective instruction. _____
- 22. Applies **disciplinary and pedagogical knowledge** in developing and implementing effective learning environments and experiences. _____
- 23. Provides learning experiences that allow students to **integrate knowledge and skills from multiple subject areas**. _____
- 24. Selects and implements appropriate (i.e., comprehensive, accurate, useful, safe) **teaching resources and curriculum materials**. _____
- 25. Uses effective **demonstrations and explanations**. _____

- 26. Develops and uses appropriate **instructional cues and prompts** to facilitate competent motor skill performance. _____
- 27. Develops 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). _____

Comments: (Use reverse side if needed)

Standard 7: Student Assessment

Rating

The student teacher understands and uses assessment to foster physical, cognitive, social, and emotional development of students in physical activity.

- 28. Uses 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**). _____
- 29. Interprets and uses learning and performance data to make informed **curricular and/or instructional decisions**. _____

Comments: (Use reverse side if needed)

Standard 8: Reflection

Rating

The student teacher is a reflective practitioner who evaluates the effects of his/her actions on others (e.g., students, parents/guardians, fellow professionals) and seeks opportunities to grow

professionally.

30. Can **describe** his/her teaching, **critique** teaching performance, **set** teaching goals, and **implement** change. _____

31. Uses **available resources** (e.g., colleagues, literature, professional organizations) to develop as a reflective professional. _____

Comments: (Use reverse side if needed)

Standard 9: Technology

Rating

The student teacher uses information technology to enhance learning and to enhance personal and professional productivity.

32. Designs, develops, and implements student learning activities that integrate **information technology**. _____

33. Uses technologies to communicate, network, locate resources, and enhance **continuing professional development**. _____

Comments: (Use reverse side if needed)

Standard 10: Collaboration

Rating

The student teacher fosters relationships with colleagues, parents/guardians, and community agencies to support students' growth and well-being.

34. Identifies strategies to become an **advocate in the school** and community to promote a variety of physical activity opportunities. _____

35. Pursues **productive relationships** with parent/guardians and school colleagues to support student growth and well-being. _____

Comments: (Use reverse side if needed)

Professional Dispositions:

Rating

The Virginia Department of Education, the College of Education and Human Development and the Division of Undergraduate Studies in Education promote maintaining standards of professional competence and require applicants for licensure to possess good moral character. Therefore the following expectations are the standard for interns:

36. Has effective and respectful oral and written communication with students, colleagues in the school and university personnel. _____

37. Collaborates with others. _____

38. Is punctual. _____

39. Follows the PHED dress code. _____

40. Meets deadlines imposed by either the cooperating teacher or the university supervisor. _____

41. Handles stress and holds emotion in check. _____

42. Accepts constructive criticism. _____
43. Shows sound judgment in decision making. _____

Comments: (Use reverse side if needed)

Grand Total _____
(addition of responses 1-43)

Scale: 116-129 points = A
103-115 points = B
90-102 points = C
89 or less = repeat the placement

Provide additional comments or explanations on the reverse side of this form or as an attachment. Ratings and comments should be discussed by the intern, cooperating teacher, and university supervisor. The final evaluation should be reviewed and signed by the principal or designee.

Clinical Faculty/Cooperating Teacher Date

University Supervisor Date

The signatures below indicate review of this Evaluation rather than agreement.

Student Teacher Date

Principal (or designee) Date

The information on this form becomes part of the intern's confidential record, and is not provided to prospective employers by the College of Education and Human Development except through the grade on a transcript or in employment recommendations requested by the intern.