

**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      **OFFICE HOURS:** Tues. 8:00-10:00 am  
Prince William Campus      Wed. 12:00-2:00 pm

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

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**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.