

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism
PHED 415, Section 001—Student Teaching in Physical Education (12 credits)
Spring 2015

DAY/TIME:	M 4:30 – 7:10 p.m.	LOCATION:	PW-BRH-248
INSTRUCTOR:	Ms. Luanne Norden	EMAIL ADDRESS:	lnorden@gmu.edu
OFFICE LOCATION:	PW-BRH 206	PHONE NUMBER:	703-993-2032
OFFICE HOURS:	MW 8:00-10:00 a.m.	FAX NUMBER:	703-993-2025

PREREQUISITES

Completion of all courses in approved program, and acceptance into student teaching.

COURSE DESCRIPTION

Provides supervised clinical experience for a full semester in approved schools. Requires experiences in elementary and secondary school settings. Includes participation in pre-service workshop and related activities, and weekly 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.
16. Communicate effectively in both oral and written forms, applying appropriate rhetorical standards (e.g., audience adaptation, language, argument, organization, evidence, etc.)
17. Connect issues in a given field to wider intellectual, community or societal concerns using perspectives from two or more disciplines.
18. Apply critical thinking skills to evaluate the quality, credibility and limitations of an argument or solution using appropriate evidence or resources.

COURSE OVERVIEW

This is the capstone course in the physical education teacher preparation program. This course meets the general education synthesis course requirements. Synthesis courses strive to expand students' ability to master new content, think critically, and develop life-long learning skills across the disciplines. Students will successfully complete a student teaching internship first at the elementary (8 weeks) and then at the secondary level (8 weeks). The seminars are designed to discuss relevant and current issues such as classroom management, impact on student learning, teaching strategies, and interviewing skills.

PROFESSIONAL ASSOCIATION STANDARDS

Upon completion of this course, students will meet the following professional accreditation standards.

National Association of Sport and Physical Education (NASPE) Standards for Initial Physical Education Teacher Education:

Standard 1: Scientific and Theoretical Knowledge
Standard 2: Skill-Based and Fitness-Based Competence
Standard 3: Planning and Implementation
Standard 4: Instructional Delivery and Management
Standard 5: Impact on Student Learning
Standard 6: Professionalism

NATURE OF COURSE DELIVERY

This course will be delivered face-to-face via clinical experience in the assigned schools and the bi-weekly seminars.

REQUIRED READINGS

1. Student Teaching Manual
2. School Policy Handbook
3. Assigned Readings

EVALUATION

Requirements

1. Student teaching at the elementary and secondary level.
2. Assignments and participation at seminars.

Grades	Percent
Student Teaching	70%
Assignments and Participation at Seminars	30%
TOTAL	100%

Assignments/Points

1. Resume-Submit resume in the discussed format to be critiqued by Career Services. (3)
2. Video Analysis at the Elementary Level-Videotape a class, select one of the observational tools and submit a written analysis. (10)
3. Teacher Work Sample Checkpoint-Submit the plan. (2)
4. *Teacher Work Sample-Assess student learning and document the effectiveness of your teaching. (21)
5. Personal Evaluation at the Elementary Level and Secondary Level-Complete the required questions.(2)
6. Video Analysis at the Secondary Level-Videotape a class, select one of the observational tools and submit a written analysis. (10)
7. Mock Interview-Provide a written summary of a mock interview with the designated person in your school who interviews candidates for Health/Physical Education teaching positions. (3)

8. Issues in Health/Physical Education Paper-Describe the issue/topic, provide evidence, analyze others' assumptions, discuss your position, and synthesize implications and consequences. (15)
9. Portfolio -The portfolio is a comprehensive representation of your accomplishments and achievement of the NASPE Teacher Standards. (10)
10. Final Presentation -The final presentation will focus on your student teaching experience. (10)
11. CEHD Evaluations (4)
12. Weekly Reflection Logs (10)

TOTAL 100 Points

**This assignment is the designated performance-based assessment and will be uploaded on Taskstream.*

Students are expected to abide by the policies and rules of their placement schools. Seminar attendance, active participation in class discussions, and successful completion of all assignments are mandatory.

Failure to successfully complete all assignments will result in an Incomplete (IN) in the course.

GRADING SCALE (no plus or minus)

A= 90-100

B= 80-89

C= 70-79

Lower than 70= Repeat the course.

TENTATIVE COURSE SCHEDULE

DATE			ASSIGNMENTS DUE
M	January	26	Resume
M	February	9	Teacher Work Sample Checkpoint
M	February	23	Video Analysis-Elementary Level
M	March	9	Teacher Work Sample/ Personal Evaluation at the Elementary Level
M	March	23	Issues in Health and Physical Education Paper
M	April	13	Mock Interview/Portfolio
M	April	27	Professional Development Session-Fairfax /Video Analysis-Secondary Level
M	May	11	**Final Presentations / Personal Evaluation at the Secondary Level

****The final presentation is a requirement of the course. Failure to present 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.**

Note: Faculty reserves the right to alter the schedule as necessary.

TASKSTREAM REQUIREMENTS Every student is required to submit the assignment, **Teacher Work Sample**, to Taskstream. Evaluation of the performance-based assessment by the course instructor will also be completed in Taskstream. Failure to submit the assessment to Taskstream will result in the course instructor reporting the course grade as Incomplete(IN). Unless the IN grade is changed upon completion of the required Taskstream submission, the IN will convert to an F nine weeks into the following semester. The scores from the **Midpoint and Final Evaluation of Student Teacher** and the **Dispositions form** from each placement will also be submitted to Taskstream (by the course instructor or designee) as designated performance-based assessments within the physical education program.

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code-2/>]
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>]
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, School of Recreation, Health, and Tourism, please visit our website [See <http://rht.gmu.edu/>].

PROFESSIONAL BEHAVIOR: Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT: The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.

