

George Mason University
College of Education and Human Development
School of Recreation, Health, and Tourism

PHED 415 (001) - Student Teaching in Physical Education
12 Credits, Fall 2016
M/4:30-7:10 pm BRH- 249

Faculty

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Prerequisites/Corequisites

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

University Catalog 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 Overview

This is the capstone course in the physical education teacher preparation program. This course meets the Mason Core Capstone Experience requirement. Capstone 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.

Course Delivery Method

This course will be delivered using an internship and seminar format.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

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 8 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 mentor 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.

Professional Standards

Upon completion of this course, students will have met the following professional 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

Required Texts

Student Teaching Manual

Assigned Readings

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

• Assignments and Examinations

Assignments/Points

1. Resume-Submit resume in the discussed format to be critiqued by Career Services. (5)
2. Video Analysis at the Elementary OR Secondary Level-Videotape a class, select one of the observational tools and submit a written analysis. (10)
3. Research Project Proposal-Submit the plan. (4)
4. Research Project (Performance-based Assessment)-Assess student learning and document the effectiveness of your teaching. (36)
5. Collaborative Learning Team (Performance-based Assessment)-Collaborate with other teachers to develop a teaching action plan that promotes an individual student's or a group of students' success and achievement. (10)
6. Mock Interview-Provide a written summary of a mock interview with the designated person at your school who interviews candidates for Health/Physical Education teaching positions. (5)
7. Portfolio – A representation of work to showcase skills and accomplishments. (10)
8. Final Presentation –The presentation will focus on student learning and the student teaching experience. (12)
9. Weekly Reflection Logs (8)

TOTAL 100 Points

- **Other Requirements**

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.

- **Course Performance Evaluation Weighting**

Requirements

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

	Percent
Student Teaching	80%
Assignments	20%
TOTAL	100%

- **Grading Policies**

GRADING SCALE (no plus or minus)

A= 90-100

B= 80-89

C= 70-79

Lower than 70= Repeat the course.

Professional Dispositions

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: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- 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 Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.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/>).
- 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 Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

Class Schedule

DATE			ASSIGNMENTS DUE
M	September	12	Resume and Research Project Proposal
M	September	26	
Tu	October	11	Video Analysis-Elementary Level
M	October	24	Research Project and Collaborative Learning Team
M	November	14	
M	November	28	Video Analysis-Secondary Level
M	December	5	Mock Interview and Portfolio
M	December	19	Final Presentations

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.



Research Project Rubric (21 points)

Element	Does Not Meet Standard (0)	Approaching Standard (1)	Meets Standard (2)	Exceeds Standard (3)
Description of context	Factors are not discussed.	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	Learning Goals are not stated.	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 <i>NASPE 5.1, 5.2</i>	Assessment strategy not discussed and/or included.	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 <i>NASPE 5.2</i>	Overview of unit not provided. Pre-assessment not discussed.	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 <i>NASPE 5.3</i>	Instructional decision-making example not discussed.	The example of instructional decision-making is not based on students' learning or responses.	One example of instructional decision-making based on students' learning or responses is stated.	One example of instructional decision-making based on students' learning or responses is discussed. Clear explanation of what happened and why.
Analysis of learning results <i>NASPE 5.3</i>	Analysis of learning results not provided.	Graph and discussion analyzes only one of the assessments, pre/post for classes or pre/post for subgroups.	A graph and discussion provides analysis of data including pre/post assessments to determine students' progress related to learning goals. A second graph shows pre/post results of subgroups. Percentages of change not included in discussion.	Graph is used to show pre/post data analysis to determine students' progress related to learning goals. Discussion includes percentage of change. Subgroups (i.e., boys vs. girls) are shown on a second graph noting percentage of change in discussion.
Reflection and Self-Evaluation <i>NASPE 6.3</i>	Reflection and self-evaluation not discussed.	Teaching performance briefly discussed relative to student learning. No actions are noted.	Teaching performance is discussed relative to student learning. One action for improvements is noted.	A thorough discussion is provided about performance as a teacher and results of student learning. Future actions are discussed for improved practice and professional growth.

Research Paper
Critical Thinking
Rubric
(15 points)

Criteria	Does Not Meet Standard (0)	Approaching Standard (1)	Meets Standard (2)	Exceeds Standard (3)
Context	Not discussed	Two or fewer factors discussed and/or description is unclearly stated. Understanding not evident.	Three factors discussed and/or description leaves some terms undefined and background unstated.	Discusses all 4 factors. Stated clearly and comprehensively. Evidence of understanding.
Learning Goals	Not discussed	Goals stated without justification.	Goals stated with brief justification.	Goals stated with thorough justification.
Design of Instruction	Not discussed	Overview provided, pre-assessment related to design not discussed.	Results from pre-assessment discussed. Overview of design provided.	Results from pre-assessment guide design of instruction. Overview explained.
Results	Not discussed	Graph and/or discussion provided but understanding is not evident.	Graph and discussion provide analysis of data including pre/post results. Percentage of change not included.	Graph and discussion provide thorough explanation of pre/post data analysis and group and subgroups. Percentage of change is discussed.
Reflection	Not discussed	Teaching performance relative to student learning briefly discussed. No actions noted.	Teaching performance and one action for improvement noted.	Thorough discussion of teacher performance and future actions for improved practice and professional growth.

**Collaborative Learning Team Task
Rubric**

Criteria	Does Not Meet Standard 1	Approaches Standard 2	Meets Standard 3	Exceeds Standard 4
Part 1. Collaboration				
<p>The candidate works with school professionals to plan and facilitate learning to meet diverse needs of learners.</p> <p><i>InTASC 10(b)</i></p>	<p>The candidate does not provide evidence of effectively collaboration with school professionals to plan and/or jointly facilitate learning to meet diverse needs of learners.</p>	<p>The candidate provides evidence that he/she collaborates only occasionally or less than effectively with school professionals to plan and jointly facilitate learning to meet diverse needs of learners.</p>	<p>The candidate provides evidence that he/she collaborates with school professionals to effectively plan and jointly facilitate learning to meet diverse needs of learners but did not take advantage of all opportunities.</p>	<p>The candidate provides evidence that he/she collaborates regularly and effectively with a variety of school professionals to plan and jointly facilitate learning to meet diverse needs of learners.</p>
<p>The candidate engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.</p> <p><i>InTASC 10(f)</i></p>	<p>The candidate does not provide evidence of collaboration with school professionals to engage in professional learning that advances practice.</p>	<p>The candidate provides evidence that he/she only occasionally or less than effectively collaborates with school professionals to engage in professional learning that advances practice.</p>	<p>The candidate provides evidence that he/she effectively collaborates with school professionals to effectively and jointly engage in professional learning that advances practice.</p>	<p>The candidate provides evidence that he/she collaborates regularly and effectively with a variety of school professionals to effectively and jointly engage in professional learning that advances practice.</p>
Part 2. Assessments and Instruction				
<p>Independently and in collaboration with colleagues, the candidate uses data (e.g., systematic observation, information about learners, research) to evaluate</p>	<p>The candidate does not show evidence of collaboration with colleagues in the use of data to evaluate outcomes of teaching and learning or to adapt planning and practice.</p>	<p>The candidate independently or in collaboration with colleagues uses data to evaluate outcomes of teaching and learning but inaccurately or ineffectively</p>	<p>The candidate independently and in collaboration with colleagues uses data to effectively evaluate outcomes of teaching and learning and adapts planning and practice.</p>	<p>The candidate independently and in collaboration with colleagues uses a variety of data to accurately evaluate outcomes of teaching and learning and effectively adapts</p>

<p>outcomes of teaching and learning to adapt planning and practice.</p> <p><i>InTASC 9(c)</i></p>		<p>adapts planning and practice.</p>		<p>planning and practice for all learners.</p>
<p>Part 3. Lesson Plan</p>				
<p>The candidate understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.</p> <p><i>InTASC 7(j)</i></p>	<p>The candidate exhibits a limited or no understanding of the strengths and needs of individual learners nor how to plan instruction that is responsive to strengths and needs.</p>	<p>The candidate exhibits a limited understanding of the strengths and needs of individual learners and/or how to plan instruction that is responsive to these strengths and needs.</p>	<p>The candidate exhibits an understanding the strengths and needs of individual learners and how to plan effective instruction that is responsive to these strengths and needs.</p>	<p>The candidate exhibits a deep understanding the strengths and needs of diverse learners and how to plan effective instruction that is responsive to these strengths and needs.</p>
<p>The candidate balances the use of formative and summative assessment as appropriate to support, verify, and document learning.</p> <p><i>InTASC 6(a)</i></p>	<p>The candidate does not provide evidence of the use of formative and summative assessment as appropriate to support, verify, and document learning.</p>	<p>The candidate provides limited evidence of the use of formative and/or summative assessment as appropriate to support, verify, and document learning.</p>	<p>The candidate provides adequate evidence of the balanced use of formative and summative assessment as appropriate to support, verify, and document learning.</p>	<p>The candidate provides extensive evidence of the balanced use of multiple formative and summative assessments as appropriate to support, verify, and document learning.</p>

<p>The candidate designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.</p> <p><i>InTASC 6(b)</i></p>	<p>The candidate provides no evidence that he/she designs assessments that match learning objectives with assessment methods or minimizes sources of bias that can distort assessment results.</p>	<p>The candidate provides little evidence that he/she designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.</p>	<p>The candidate provides evidence that he/she designs effective assessments that closely match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.</p>	<p>The candidate provides multiple pieces of evidence that he/she designs effective assessments that align learning objectives with a variety of assessment methods and minimizes sources of bias that can distort assessment results.</p>
<p>The candidate works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.</p> <p><i>InTASC 6(c)</i></p>	<p>The candidate does not work independently and collaboratively to examine test and other performance data to understand some learner's progress and to guide planning.</p>	<p>The candidate works independently and/or collaboratively to examine limited test and other performance data to understand some learner's progress and to guide planning.</p>	<p>The candidate works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.</p>	<p>The candidate works independently and collaboratively to examine multiple sources of test and other performance data to understand every learner's progress and to guide planning to meet diverse student needs.</p>

Part 4 Teaching Action Plan

<p>The candidate reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.</p> <p><i>InTASC 9(e)</i></p>	<p>The candidate describes rather than reflects on personal biases and does not access resources to deepen understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.</p>	<p>The candidate describes rather than reflects on personal biases and accesses some resources to deepen understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.</p>	<p>The candidate reflects on some personal biases and accesses a range of resources to deepen understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.</p>	<p>The candidate reflects candidly on a variety of personal biases and accesses a broad range of resources to deepen understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.</p>
<p>The candidate takes an active role on the instructional team giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.</p> <p><i>InTASC 10(a)</i></p>	<p>The candidate does not work with the instructional team, receives limited feedback on practice, examining minimal learner work, rarely analyzing data, and sharing little responsibility for decision making and accountability for student's learning.</p>	<p>The candidate occasionally and/or passively works with the instructional team, receiving limited feedback on practice, examining some learner work, analyzing data from a single source, and sharing little or no responsibility for some decision making and accountability for each student's learning.</p>	<p>The candidate takes an active role on the instructional team, receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.</p>	<p>The candidate takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's diverse learning needs.</p>