

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, Spring 2017
M/4:30-7:10 pm BRH-246 – Sci Tech Campus

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 (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/or 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**

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

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.

- **Grading**

	Percent
Student Teaching	80%
Assignments	20%
TOTAL	100%

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.

Class Schedule

DATE			ASSIGNMENTS DUE
M	January	30	Resume and Research Project Proposal
M	February	13	
M	February	27	Video Analysis-Elementary Level
M	March	13	Research Project and Collaborative Learning Team
M	March	27	
M	April	17	Video Analysis-Secondary Level
M	May	1	Mock Interview and Portfolio
M	May	15	Final Presentations

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

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/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- The Writing Center 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 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 Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. 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://ssac.gmu.edu/make-a-referral/>.

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