

**George Mason University**  
**College of Education and Human Development**  
**Health and Physical Education**

PHED 415 (001) – Student Teaching in Physical Education  
12 Credits, Fall 2022  
Monday/4:30-7:10pm, RAC 2203

**Faculty**

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**Prerequisites/Corequisites**

ATEP 300, BIOL 124, 125, EDRD 300, EDUC 302, HEAL 110, 200, 405, KINE 310, PHED 202, 218, 273, 274, 275, 276, 306, 308, 320, 340, 403, 404 and PRLS 316.

**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. Note: Completion of all Mason Core and program coursework, and acceptance into Student Teaching are required. PHED 415 must be completed within 5 years of PHED 202.

**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 health and 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. Demonstrate content knowledge and skills in health and physical education.
3. Incorporate social-emotional learning and literacy into the content when appropriate.
4. Develop and communicate daily lesson plans to meet the needs of diverse student populations. Write a unit plan at each placement level. The unit plan will include lesson plans in the Mason format.
5. Develop and use a variety of authentic assessment methods based on the standards.
6. Utilize technology tools to facilitate student learning (e.g., heart rate monitors).
7. Consult with Collaborative Learning Teams, resources and stakeholders to identify and apply appropriate classroom management strategies.
8. Self-evaluate teaching through bi-weekly progress reports, videotape analyses, reflections and other assignments.
9. Adhere to learner behaviors and rights regarding equity, confidentiality, safety and mutual respect. Identify and report unique situations and/or concerning behaviors to mentor teacher.
10. Attend, participate and reflect on department meetings, school district meetings and state conventions as professional development activities.
11. Establish productive partnerships with school staff, colleagues and families. Identify and apply ways to become an advocate for self, school and community.

## Professional Standards

Upon completion of this course, students will have addressed the following professional standards:

SHAPE America National Standards for Initial Physical Education Teacher Education

Standard 1: Content and Foundational Knowledge
Standard 2: Skillfulness and Health-Related Fitness
Standard 3: Planning and Implementation
Standard 4: Instructional Delivery and Management
Standard 5: Assessment of Student Learning
Standard 6: Professional Responsibility

This course contains at least one Common Assessment (Internship Evaluation) developed by the College of Education and Human Development to assess our candidates' performance on nationally accepted standards for beginning teachers (InTASC), Virginia Department of Education (VDOE) standards, and CEHD's performance on national accreditation standards (CAEP).

Standards addressed in this assessment:

InTASC Standards: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

VDOE: 1, 2, 3, 4, 6

CAEP Standards: 1.1, 1.2, 1.3, 1.4, 1.5

## 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, VIA, hard copy).

- **Assignments and/or Examinations**

Assignments/Points (See Blackboard for description and requirements for each assignment)

1. Resume-Submit resume in the discussed format to be critiqued by Career Services (10)
2. Video Analysis at the Elementary Level (10)
3. Teacher Work Sample-Submit the plan (5)
4. Teacher Work Sample -Assess student learning and document the effectiveness of your teaching (21)
5. Collaborative Learning Team-Collaborate with other teachers to develop a teaching action plan that promotes an individual student's or a group of students' success and achievement (9)
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 (10)
7. Portfolio – A representation of work to showcase skills and accomplishments (15)
8. Final Presentation –The presentation will focus on student learning and the student teaching experience (20)

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**

Student Teaching 80% (40% assessed by mentor teacher at elementary placement;  
40% assessed by mentor teacher at secondary placement)

Assignments 20%

TOTAL 100%

Scale (no plus or minus)

A= 90-100

B= 80-89

C= 70-79

F= 69 and below (course must be repeated)

## Professional Dispositions

See <https://cehd.gmu.edu/students/policies-procedures/>.

## Class Schedule

DATE			ASSIGNMENTS DUE
M	August	29	Info Form
M	September	12	Teacher Work Sample Plan
M	September	26	Resume
Tu	October	11	Video Analysis-Elementary
M	October	24	Collaborative Learning Team
M	November	7	Teacher Work Sample
M	November	21	Mock Interview and Portfolio
M	December	5	Final Presentations
M	December	12	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 <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <https://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 <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

### *Campus Resources*

- Support for submission of assignments to VIA should be directed to [viahelp@gmu.edu](mailto:viahelp@gmu.edu) or <https://cehd.gmu.edu/aero/assessments>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>.

### **Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking**

As a faculty member, I am designated as a “Non-confidential Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

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