

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

PHED 415 001 – Student Teaching in Physical Education
12 Credits, Fall 2024

Monday/4:30-7:10pm, RAC ROTC Conference Room – Fairfax Campus

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. A grade of C or better is required in BIO 124, PHED 202, 308, 403, 404, HEAL 250 and 405.

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 Apex requirement. Apex courses strive to: 1) Integrate skills, abilities, theories, or methodologies gained across a Mason student's undergraduate education to explore complex issues in original ways; and 2) Communicate effectively the results of the student's work with awareness of audience, purpose, and context using an appropriate modality (for example: written, oral, visual). Students will successfully complete a student teaching internship first at the elementary (7.5 weeks) and then at the secondary level (7.5 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.

Learning Outcomes

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 the common assessment, Internship Evaluation, developed by the College of Education and Human Development to assess our teacher candidates' performance on nationally accepted standards for beginning teachers.

This course addresses the following standards:

CAEP R.1.1, R1.2, R1.3, R1.4

VUPS 1, 2, 3, 4, 5, 6, 7

VA SOL

VESOL

ISTE 2.5, 2.6, 2.7

Required Texts

CEHD Internship Manual

Assigned Readings

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor.

- **Assignments and/or Examinations**

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

1. Required documents (Info form, ELAs) (5)
 2. Reflection of Resume/Interview Session (10)
 3. Resume-Submit resume in the discussed format (10)
 4. Video Analysis at the Elementary Level (10)
 5. Teacher Work Sample-Submit the plan (5)
 6. Teacher Work Sample -Assess student learning and document the effectiveness of your teaching (30)
 7. Mock Interview-Provide a summary of a mock interview with the designated person at your school who interviews candidates for Health/Physical Education positions (10)
 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 levels.
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%

Use of Generative AI

Use of Generative AI tools should be used following the fundamental principles of Mason's Academic Standards. This includes being honest about the use of these tools for submitted work and including citations when using the work of others, whether individual people or Generative AI tools.

Professional Dispositions (CEHD Student Guide)

Throughout study in the College of Education and Human Development, students are expected to demonstrate behaviors that reflect the positive dispositions of a professional. See

<https://cehd.gmu.edu/current-students/cehd-student-guide>.

Class Schedule

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

DATE		ASSIGNMENTS DUE
August	26	Info form
September	9	Teacher Work Sample Plan
September	23	Resume
September	30	Reflection
October	7	Video Analysis-Elementary Level
October	21	Teacher Work Sample
November	4	
November	18	
December	2	Mock Interview (elementary or secondary)
December	16	Final Presentations

Field Accommodations

If you believe you need ADA accommodations during your field placement and/or internship experience, please contact Mason's Disability Services office (DS). Specific accommodations for fieldwork and internships may be different than academic accommodations; however, like academic accommodations, they are not retroactive. Connecting with DS is a student-initiated interactive process. DS will collaborate with the department and possibly the placement site to provide reasonable accommodations that are individualized and based on documentation, functional limitations, and a collaborative assessment of needs. For more information, please refer to the Disability Services website: <https://ds.gmu.edu/field-placement/>

CEHD Commitments

The College of Education and Human Development is committed to fostering collaboration and community, promoting justice and equity, and advancing research-informed practice. Students are expected to adhere to, and contribute to, these commitments, the CEHD Mission, and Core Values of George Mason University. More information can be found here:

<https://cehd.gmu.edu/about/culture/>

GMU Policies and Resources for Students

Policies

- Students must adhere to Mason's Academic Standards (see <https://catalog.gmu.edu/policies/academic-standards/>)

- 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 or <https://cehd.gmu.edu/aero/assessments>.
- Questions or concerns regarding use of your LMS should be directed to:
 - Blackboard Learn: <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>
 - Canvas: <https://its.gmu.edu/service/canvas/>
- For information on student support resources on campus, see:
 - TimelyCare: <https://caps.gmu.edu/timelycare-services/>
 - Writing Center: <https://writingcenter.gmu.edu/>
- For additional information on the College of Education and Human Development's Student Success Resources, please visit: <https://cehd.gmu.edu/students/>.

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking:

As a faculty member, I am designated as a "Non-Confidential Employee," and must report all disclosures of sexual assault, sexual harassment, 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 or support measures from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.