



College of Education and Human Development

STUDENT TEACHING MANUAL

A Guide for Teacher Candidates, Mentor Teachers,
and University Supervisors

PHED 415 – Student Teaching in Health and Physical Education

12 Credits

Monday/4:30-7:10pm

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College of Education and Human Development Health and Physical Education

Welcome to the capstone course in the Health and Physical Education teacher preparation program. Thank you for committing to this valuable 16-week experience with us. The Health and Physical Education program is committed to provide the learning experiences necessary for our future teachers to deliver relevant, meaningful, and quality educational opportunities to empower students to live healthy and physically active lives.

Purpose of the Manual

In this manual you will find important information about the student teaching program such as course description, requirements, standards, assignments, evaluation, expectations, and policies. However, information in reference to placements, seminar schedule, assignment due dates, licensure assessment due dates, and other information specific to the semester will be available only on Blackboard. The full syllabus will be available on Blackboard. For further information and questions please contact the coordinator of student teaching.

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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 Health and 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. A minimum of 300 hours are needed to meet licensure requirements (150 direct teaching hours and 150 indirect teaching hours).

Course Delivery Method

This course will be delivered using an internship and seminar format. The seminars will be delivered face-to-face or online in a synchronous format via Blackboard/Zoom.

Prerequisites

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.

Successful completion of all coursework, Praxis content area exam, and approval of student teaching application.

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.
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 met 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 and Assessment of Dispositions) 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).

Course Content and Requirements

Required Texts

- Student Teaching Manual
- Assigned Readings (find on Blackboard)

Course Performance Evaluation

Students are expected to submit all assignments on time through the Blackboard course site.

- **Assignments (points)**
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 (10)
 3. Teacher Work Sample-Submit the plan (5)
 4. Teacher Work Sample -Assess student learning and document the effectiveness of your teaching (30)
 5. 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)
 6. Portfolio – A representation of work to showcase skills and accomplishments (10)

7. Final Presentation –The presentation will focus on student learning and the student teaching experience (25)

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/polices-procedures/>.

Class Schedule

Class schedule will be posted on Blackboard.

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/>.

Mason 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 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 “Responsible 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.

Definition of terms:

- Teacher Candidate (TC): intern or student teacher; a university student eligible to participate in the capstone student teaching course.
- Student teaching: term used for designating the internship.
- Mentor Teacher (MT): K-12 licensed teacher with outstanding teaching practices and responsible for guiding and supervising the TC.
- University supervisor (US): university faculty member who supports the TC, the MT, and the student teaching capstone course.
- Direct Teaching: time spent directly interacting with the students. This can be co-teaching or independently teaching. Co-teaching is collaborative work between the TC and MT instructing or facilitating students’ learning.
- Indirect Teaching: time spent planning, observing, grading, attending school meetings and activities.

Responsibilities of the Student Teaching Team

The student teaching team has three members: the TC, the MT, and the US. For the program to be successful and achieve its full potential all members should fulfill their responsibilities and work as a group with good and respectful working relationships. Thus, open and constant communication is essential.

Teacher Candidates

1. During the first week with students at each placement, spend time as an observer. Take notes and ask questions.
2. In the event of illness, notify the mentor teacher and the university supervisor **previous to the beginning of the school day**.
3. All other absences must be requested in writing and approved by the mentor teacher and university supervisor. Time missed in excess of three days must be made up.
4. Develop a unit plan at each level in collaboration with the mentor teacher. Develop a daily written lesson plan (using the Mason format) for each class or portion of a class that is taught. All lesson plans must be approved by the mentor teacher. Teacher Candidates should not be allowed to teach without an approved lesson plan in hand. Revisions to the lesson taught are to be completed by the teacher candidate daily. Keep all lesson plans which may be checked by the university supervisor at frequent intervals. Plan to provide a copy of your lesson to your university supervisor before they observe/evaluate you.
5. Follow the teaching philosophy as established by the mentor teacher. Management strategies used by the teacher candidate should conform to the instructions of the mentor teacher and the placement school.
6. Participate, assist, and/or teach any of the co-curricular activities that are the responsibility of the mentor teacher as that teacher desires. Attend faculty, PTA, student advisory meetings and in-service sessions that may be scheduled.
7. Arrange to observe in other classrooms at your placement schools.
8. Take full responsibility of the classes assigned by the mentor teacher for a minimum of four weeks.
9. Keep the Log of Hours updated daily and submit it to the mentor teacher and university supervisor for approval at the completion of each placement. Log all activities to the nearest half-hour (.5). Direct teaching is time spent directly interacting with students, whether co-teaching or independently teaching. Indirect teaching is time spent planning, observing, grading, attending school meetings, etc.
10. Submit bi-weekly reports to your university supervisor. Complete question 1 and ask for mentor teachers to complete questions 2 and 3. Each report must be signed by the teacher candidate and the mentor teacher.
11. Keep a copy of all required documents for licensure. Email all documents to your University Supervisor on the due date and post on Blackboard.
12. Ask your mentor teacher for a letter of recommendation during the last week of your placement.

Mentor Teachers

1. You are the Teacher Candidate's mentor. Set expectations. Your role is to help the teacher candidate succeed.
2. Introducing the Teacher Candidate: consider introducing the teacher candidate as part of the teaching staff. For example, you might say, I would like to introduce (name), He/she will be here teaching for the next 8 weeks.
3. The Teacher Candidate should observe your teaching style during the first week with students. You might want to model a lesson and have the teacher candidate teach it for the next class. By the third week, the teacher candidate has lead responsibility for planning and teaching (independent teaching). During the last week, gradually start taking back your classes.
4. The Teacher Candidate is required to earn a minimum of 150 direct teaching hours and 150 indirect teaching hours. Direct teaching is time spent directly interacting with students. This includes whole class instruction and working with individual students and small groups. Indirect teaching is time spent planning, observing, grading, attending school meetings, professional development, etc.
5. Provide continuous feedback and evaluation critiques throughout the student teaching experience. You and your teacher candidate need to determine how often you will meet to reflect and evaluate, preferably every day.
6. Read the policies in this manual.
7. The Teacher Candidate may be required to develop a unit plan at each placement level and is required to have a lesson plan approved by you every time they teach. They also need to reflect on each lesson and make the appropriate adjustments. Enforce daily lesson plans using the Mason format. If the teacher candidate is not prepared with a lesson plan in hand, they should not be allowed to teach.
8. The Teacher Candidate is required to be video recorded during the internship. Please help the teacher candidate schedule the video recording, as this is a valuable teaching tool. This video is for educational purposes only.
9. Observations/Evaluations: The Teacher Candidate will have a minimum of two written observations/evaluations at each placement by the university supervisor. The first evaluation will be coordinated by the university supervisor with the teacher candidate (with your approval). The second will be unknown to the teacher candidate and will be coordinated between you and the university supervisor. These reports need to be signed by the TC and MT. Mentor teachers are encouraged to provide formative observations/evaluations throughout the placement.
10. Log of Hours: The Teacher Candidate completes the log of hours and it is approved by you and the university supervisor. Each day of the placement should be recorded (sick days, snow days, holidays, etc.)
11. Bi-weekly Progress Reports are initiated by the teacher candidate who completes question 1 and then passes on to you to complete questions 2 and 3. The reports must be signed by the TC and the MT.
12. Evaluation of Teacher Candidate: complete this assessment at the midpoint of the placement and discuss it with the teacher candidate. This evaluation is a mid-point formative assessment and the final evaluation This allows the teacher candidate

to see areas that need improvement. This same form should be completed and again discussed with the teacher candidate during the last week. There should be no surprises to the teacher candidate at this point. Record the grade the teacher candidate has earned. The final evaluation must be signed by the principal or their designee.

13. Internship Evaluation: this assessment is completed for all teacher candidates in the College of Education & Human Development. This assessment should be completed and discussed with the teacher candidate at the midpoint (formative assessment) and during the last week of the placement.
14. Assessment of Dispositions: complete this assessment at week three of the placement and discuss it with the teacher candidate. This same form should be completed and again discussed with the teacher candidate during the last week.
15. Complete the electronic evaluation of the placement process, candidate and university supervisor.

University Supervisors

The University Supervisor (US) serves as a link between the school and Mason, providing support and guidance to both the teacher candidate (TC) and the mentor teacher (MT). University supervisors play a critical role in facilitating communication and in providing feedback, assistance, and evaluation. The following is a list of responsibilities for the US:

1. Meet with your TCs at the student teaching workshop to establish expectations and clarify questions or concerns.
2. Communicate with your assigned mentor teacher(s) during the first week of the placements to introduce yourself and encourage a collaborative approach to supporting and providing feedback to the teacher candidate.
3. Be accessible to the candidate and mentor teacher through regular visitations, email, and/or by phone.
4. Provide guidance on policies and procedures for the internship.
5. Conduct at least two formal observations during an 8-week period and four formal observations during a 16-week period. Follow each observation with a conference with the teacher candidate and mentor teacher and follow up with a written report. Provide a copy of the observation report to the intern to be reviewed by the mentor teacher and then submitted on Blackboard.
6. Review copies of weekly progress reports and provide feedback as appropriate.
7. Share major concerns or changes with the Coordinator of Student Teaching in a timely manner.
8. Facilitate the record keeping and documentation necessary for program administration and licensure.
9. Provide the candidate with a letter of recommendation.

10. Follow the FERPA Policy guidelines as written in the FERPA Policy in Student Internship Placements for Mentor Teachers and University Supervisors.

11. Submit the Summary of Placement to the Coordinator of Student Teaching at the completion of the internship/semester.

Requirements for Student Teacher Placements

1. Teachers must be fully licensed in Virginia in Health and Physical Education and have been teaching in their school district for at least 3 years.
2. Teachers cannot be in-season coaches during the student teaching placement.
3. Teachers must teach skills and strategies, be innovative, show the use of technology, serve as role models in classroom management, and show a commitment to the profession.
4. Teachers must have a vested interest in their own students' learning as well as the teacher candidate's learning. Teachers must be committed to helping the teacher candidate develop and improve.
5. Teachers must be willing to work with Mason over multiple semesters.

Policies

Placements and Unpaid Internships: Placements are determined by the Coordinator of Student Teaching in consultation with the Placement Coordinator in each school district. Teacher Candidate requests for preferred placement sites are not allowed. Teacher Candidates are not placed in schools where they coach, work, or volunteer, due to a conflict of interest (this does not include before or after school programs). Internships in the Health and Physical Education Teacher Licensure Program are unpaid, and Teacher Candidates are not allowed to accept a teaching position for pay during their internship.

Attendance: Teacher Candidates maintain the same schedule as the Mentor Teacher and are expected to extend the contract day as needed. Teacher Candidates follow their school district calendar, not the university calendar, until the end of the Mason semester.

Absences: Teacher Candidates follow the directions of their Mentor Teacher regarding notification of absences for illness or other emergencies. The university supervisor must be notified of all absences. All other absences must be approved in advance by the Mentor Teacher and University Supervisor. Time missed in excess of three days must be made up at the end of the placements. (These 3 days are to be used for illness and emergencies only.)

Absences at the student teaching workshop and/or PHED 415 seminars will result in an equal number of days that are made up at the end of the placements. Arriving more than 20 minutes late at the aforementioned meetings will be considered an absence and must be made up at the end of the placements. Teacher Candidates must notify the course instructor of absences at the student teaching workshop and/or seminars.

Holidays and Vacations: The program will follow the schools and Mason's academic calendar. It is important to be attentive because Mason and the schools may have different days off.

Late Arrival: Chronic lateness during the internship will require those Teacher Candidates to spend extra weeks in the student teaching assignment. The following is the policy for being late: late TWO times in one week—ADD ONE WEEK to student teaching at that level. Late FIVE times in one week—ADD TWO WEEKS to student teaching at that level. Late FOUR times in seven weeks—ADD ONE WEEK to student teaching at that level. Late MORE THAN FOUR times in seven weeks—ADD ONE WEEK FOR EVERY TWO late arrivals.

Professionalism:

The following applies to all required teacher preparation courses involving activity, field experience and the internship. Always keep in mind that your dress should allow you to demonstrate the skills and do the activities that you are teaching your students, and as a future teacher, you are a role model for students.

YES:

1. Well groomed (hair, beard, mustache, overall)
2. Clean shirt (polo, mock turtleneck, turtleneck, dri-fit, team jerseys, t-shirts with Mason logo, placement school logo, sports and team logos)
3. Hoodies, sweatshirts and quarter-zip (appropriate logos only)
4. Joggers and yoga pants; skorts and shorts that are at least mid-thigh length
5. Hat and sunglasses outside only
6. Athletic shoes

NO:

1. Nonathletic shoes (crocs, slides, dress shoes, open-toe shoes, sandals, boots)
2. Nonathletic attire (crop tops, spaghetti straps, low-cut shirts, tank tops, dresses, short shorts, cut-off jeans, jeans)
3. Tight fitting and revealing clothing (bike shorts, leggings)
4. Inappropriate logos, language and images on clothes
5. Excessive jewelry

Health Insurance: School districts are not liable for personal injury to Teacher Candidate unless the school district is found negligent. Each Teacher Candidate is responsible for his/her own health insurance coverage.

Professional and Legal Responsibilities: Teacher Candidates are agents of the University and are covered by the Commonwealth's Risk Management Plan (insurance) for professional and general liability claims arising from their prescribed duties. This insurance does not cover illegal, willful, or knowingly unsafe acts; nor does it cover the operation of non-Mason vehicles. In the event of an incident that may result in such a claim, the Teacher Candidate must immediately notify their University Supervisor.

Substitute Teaching: The Educator Preparation Office in consultation with local school administrators allows substitute teaching during the internship, under the following conditions, all of which must be met. However, school divisions' regulations regarding substitute teaching supersede those of The Educator Preparation Office. 1) Students must already be fully hired and trained as a substitute in their internship location's school division prior to any substitute teaching; 2) Students may only substitute in the classroom of their mentor teacher, and with the building administrator's advance knowledge and permission; 3) Students may only substitute in the classroom of their mentor teacher when the mentor teacher is absent due to illness or family emergency. Students should accompany their mentor teachers to professional development activities when those are scheduled, and therefore should not substitute if/when the mentor teacher is out for such activities; 4) Students may only substitute for their mentor teacher at or past the point where they are engaged in independent teaching; 5) Students may not count hours spent substitute teaching towards their direct/ indirect hours requirements for licensure; and 6) Students may not leave their internship prior to its end date in order to serve as a long-term substitute teacher; completing the internship with fidelity and in a timely manner must always take precedence over substitute teaching.

Retention and Confidentiality of Records: The records will be retained in the CEHD for three year after completion of student teaching. After that period, only the transcript and the Log of Hours will be records available. Thus, it is important for ST to keep copies of all the documents pertaining to student teaching program.

The program will follow the school division and Mason policies in reference to student records confidentiality. The ST evaluations may be shared with the MT and US until the end of the student teaching. Access to the documents after the end of the student teaching will be in accordance with the Privacy Act. Materials will not be released for employment purposes other than for verification of meeting licensure standards. Records of children and families MUST be kept confidential.

Social Media and Communication: Please make sure to align the use of your personal social media with the professional and legal responsibilities of the student teaching program and the disposition required of classroom teachers. The Student Teaching in Health and Physical Education program strongly recommends that TC and MT make their social media private.

The TC cannot communicate with students via text message or cellphone. In a circumstance where a student needs to be directly contacted, the TC should discuss the situation with the MT or US. The TC can then only use a school email account and should cc the MT and the US.