

Course Syllabus Spring 2006

1. **Course Prefix and Number:** ESS 461-462

2. **Student Teaching and Seminar in Physical Education**
(ESS461 –02 is Writing Intensive)

3. **Instructor Information:**

Dr. Pam K. Brown
237D HHP
plkocher@uncg.edu
336-334-3271
Fax: 336-334-3238
Office hours: T & Th 1-1:45pm & by appointment; usually in
office 1 hour prior to seminar when meeting in-class
Karen “Pea” Poole
kapoole@uncg.edu
237C HHP
336-334-4067
Fax: 336-334-3238
Office hours: TBA

4. **Purpose of the Course**

This teaching practicum provides students with the opportunity to experience full-time teaching under the supervision of a school-based cooperating teacher and a university-based supervisor. The course is intended to provide the opportunity for pre-service teachers in their last semester of professional preparation to demonstrate their ability to design and deliver effective physical education instructional lessons in both elementary and secondary/middle schools. In addition to daily full-time teaching, this course includes a seminar which will meet in both classroom and online formats.

5. **Teachers Academy Conceptual Framework Mission Statement:** *The mission of professional education at UNCG is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. This mission is carried out in an environment that nurtures the active engagement of all participants, values individual as well as cultural diversity and recognizes the importance of reflection and integration of theory and practice. UNCG's professional education programs are guided by shared commitments to: (a) equity and excellence in teaching, research, and service; (b) professional integrity and ethical deliberation in dealing with students and colleagues (university-based, school-based, and community-based); (c) the construction of a professional knowledge base through collaboration and collegiality; and (d) the dissemination of professional knowledge, skills and dispositions through the preparation and continuing professional development of teachers, principals and other school personnel.*

6. **Learning Outcomes for Student Teachers**

(Adapted from NASPE's National Standards for Beginning Physical Education Teachers). By the end of student teaching the student teacher should be able to:

1. Understand physical education content, disciplinary concepts, and tools of inquiry related to the development of a physically educated person.
2. Understand how individuals learn and develop, and can provide opportunities that support their physical, cognitive, social, and emotional development.
3. Understand how individuals differ in their approaches to learning and create appropriate instruction adapted to diverse learners.

4. Use an understanding of individual and group motivation and behavior to create a safe learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
5. Use knowledge of effective verbal, nonverbal, and media communication techniques to foster inquiry, collaboration, and engagement in physical activity settings.
6. Plan and implement a variety of developmentally appropriate instructional strategies to develop physically educated individuals.
7. Understand and use formal and informal assessment strategies to foster physical, social, cognitive, and emotional development of learners in physical activity.
8. Use a variety of reflection strategies to evaluate the effects of his/her actions on others (e.g., learners, parents/guardians, other professionals) and seek opportunities to grow professionally
9. Use technology to enhance learning and personal and professional productivity.
10. Foster relationships with colleagues, parents/guardians, and community agencies to support learners' growth and well being relationships with colleagues, parents/guardians, and community agencies to support learners' growth and well being.

7. Topic Outline

- A. Orientation to student teaching
- B. Technology and Teaching Portfolios (due dates to be announced)
- C. Sixteen weeks student teaching in a secondary and an elementary school
- D. Assessment Project (due date to be announced)
- E. Videotape Project (due date to be announced)
- F. Seminars - selected topics may include but are not limited to:
 - Self-analysis of teaching and reflection strategies
 - Discipline and management in physical education
 - Assessment of student learning
 - Multicultural physical education
 - In-depth study of physical activity content
 - Teaching models for physical education
 - Lesson and unit planning
 - Psycho-social aspects of teaching
 - Career education (resume writing, interviewing for jobs, job market analysis)—Resume and Cover Letter Assignment (due date to be announced)
 - Praxis II Review
 - Reflections on teaching experiences

8. Required Texts

- Materials and handouts from content courses in UNCG professional preparation program (e.g., ESS 213, 214, 217, 315, 316, 355, 456, RPM 314) and from other appropriate courses
- ESS Department Student Teaching Handbook*
- Teachers Academy Teacher Education Handbook for North Carolina Licensure*
- National Association for Sport and Physical Education. (2004). *Moving into the future: National Standards for physical education, A guide to content and assessment, 2nd edition*. St. Louis: Mosby.
- Rink, J. (1998). *Teaching physical education for learning*. 3rd ed. St. Louis: Mosby.

9. Assignments and Grading

The Student Teaching and Seminar course is graded on a pass/not pass basis. A pass requires satisfactory completion of the following assignments at a “C” level or better.

- Blackboard Discussions** – students will participate in leading and discussing issues that arise during student teaching (see separate instructions on Blackboard)
- One videotape of teaching** – submit a videotape of a minimum of 30 minutes of a lesson that demonstrates effective teaching (see separate instructions on Blackboard)
- Teaching Portfolio** – a minimum of two artifacts/reflections are required for each standard; some standards may require more artifacts and reflections to demonstrate competency.

- ☐ **Technology Portfolio** – competency must be demonstrated for each standard (see separate instructions on Blackboard)
- ☐ **Assessment Project** – see separate instructions on Blackboard
- ☐ **Resume and Cover Letter**- see separate instructions on Blackboard
- ☐ **Student Teaching Notebook** – includes all lesson plans, reflections, handouts, student teaching handbooks, and evaluations (see ESS Handbook)
- ☐ **Final Reflection Paper** on Student Teaching (part of the Student Teaching Notebook - see ESS Handbook)
- ☐ **Reflection on Teaching Special Needs Children** (see ESS Student Teaching Handbook) – this may be included in the Final Reflection Paper

10. Writing Intensive Section (ESS 461-02) Additional Requirements

- ☐ **Bi-Weekly Journals** on Student Teaching—these journals will involve self-reflection of the student teaching experience. Additional information will be posted on BB.
- ☐ **Article Reviews**—Students will explore the literature and complete 3-4 article reviews. Additional information will be posted on BB.
- ☐ **Final Reflection Drafts**—Students will be required to submit at least 2 rough drafts of their final reflection. Additional information will be posted on BB.

11. Attendance Standards

Students are expected to be at their assigned school daily during the times required by their cooperating teachers. See the *ESS Department Student Teaching Handbook* (http://www.uncg.edu/soe/newsite/teachers_academy/teach_acad_handbooks.html) for the complete policy.

12. Attendance at all Student Teaching Seminars is required. *As noted in the handbook, Student Teaching must be your priority to successfully complete this portion of your degree and licensure. Your other commitments must be secondary to student teaching, failure to do so may prevent you from completing your student teaching. Think carefully about your decisions during student teaching; showcase your strengths during these 16 weeks.*

13. Ethical Standards

The UNCG Academic Integrity Policy will guide all work in this course. Students are expected to read and understand the policy and must sign the academic integrity statement on all major work submitted to the instructor. Violations of the Academic Integrity Policy will be reported to the Vice Chancellor. Refer to the UNCG *Undergraduate Bulletin* or go to: <http://www.uncg.edu/saf/studiscp/Honor.html> In addition to the Academic Honor Code, students are expected to understand and practice the **Code of Ethics for North Carolina Educators**. Any violation of this code is also considered a violation of the UNCG Academic Honor Code. Go to: http://www.ncpublicschools.org/teacher_education/conductcode.htm