

TEACHING INTERNSHIP

Semester Hours	9
Semester/Year	Spring 2007
Instructor	Claire Mowling
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Communication:	The official communication method to students is through campus email (myUWG). Be sure to access this several times a week to keep up-to-date on important information. This course will utilize the use of WebCT. Be sure to access this daily for course information and assignments.

COURSE DESCRIPTION

The student will be in full time practical teaching experience in the public school setting. During this time the student will be under the supervision of a qualified physical education teacher.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at the University of West Georgia forms the basis on which programs, courses, experiences, and outcomes are created. By incorporating the theme "Developing Educators for School Improvement," the college assumes responsibility for preparing educators who can positively influence school improvement. Ten descriptors (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices.

COURSE OBJECTIVES

The student will:

1. observe the managerial and instructional phases of classes prior to assuming any teaching responsibilities (Randall, 1992).

(Empathetic, Knowledgeable)

2. assist with simple instructional tasks (e.g. checking the roll, leading exercises, distributing equipment prior to actual teaching (Denton & Kriete, 2000).
(Empathic, Knowledgeable)
3. assume teaching responsibilities gradually (College of Education, 1999).
(Decision Makers, Lifelong Learners, Collaborative, Culturally Sensitive, Knowledgeable, Proactive).
4. plan for instruction including formulating daily lesson plans, units, and evaluation of student progress (Jewett, Bain, & Ennis, 1995).
(Adaptive, Empathetic, Knowledgeable).
5. design and implement assessment procedures useful in individualising instruction (Harrison, Blakemore, Buck, & Pellet, 1996).
(Adaptive, Empathic, Knowledgeable).
6. participate in professional activities (e.g. attend faculty meeting, attend PTA, participate in in-service) (College of Education, 1999).
(Leaders, Lifelong Learners, Collaborative, Culturally Sensitive, Proactive).
7. assume general faculty duties such as lunchroom duty and bus duty (College of Education, 1999).
(Empathetic, Knowledgeable).
8. identify instructional resources available at the assigned school (Denton & Kriete, 2000).
(Collaborative, Knowledgeable).
9. evaluate each day for the purpose of affecting change or planning for the next day (Harrison, Blakemore, Buck, & Pellet, 1996).
(Lifelong Learners, Proactive, Reflective)
10. practice the Code of Professional Ethics as presented in Expectations, policies, and procedures for internship (College of Education, 1999).
(Lifelong Learners, Proactive, Reflective)
11. develop and implement all forms of lesson plans (Helion, 1996).
(Lifelong Learners, Knowledgeable, Adaptive, Empathetic, Decision Makers, Collaborative, Culturally Sensitive, Proactive)
12. use various teaching styles (Harrison, Blakemore, Buck, & Pellet, 1996).
(Adaptive, Empathetic, Knowledgeable, Reflective)
13. use appropriate discipline techniques when necessary to manage class (Harrison, Blakemore, Buck, & Pellet, 1996).
(Leaders, Collaborative, Culturally Sensitive, Knowledgeable, Proactive)
14. motivate students to maximize participation (Hellison, 1996).

(Knowledgeable, Reflective, Leaders, Collaborative, Culturally Sensitive, Proactive)

15. measure and evaluate student progress based on objectives (College of Education, 1999).
(Adaptive, Empathetic, Knowledgeable)
16. Personalize learning to meet the special needs of each child (Block & Horton, 1996).
(Lifelong Learners, Knowledgeable, Adaptive, Empathetic)

TEXT, READINGS, AND INSTRUCTIONAL RESOURCES

- Required Text:**
- 1.) Department of Physical Education: Student Teaching Internship Handbook.
 - 2.) Expectations, policies, and procedures of internship. (1999). Carrollton, GA: College of Education.

References:

- Block, M.E. & Horton, M.L. (1996). Include safety in physical education: Do not exclude students with disabilities. *The Physical Educator*, 53, 58-73.
- Denton, P. & Kriete, R. (2000). *The first six weeks of school*. Greenfield, MA: Northeast Foundation for Children.
- Harrison, J.M., Blakemore, C.L., Buck, M.M., & Pellet, T.L. (1996). *Instructional strategies for secondary physical education (4th ed.)* Dubuque, IA: Wm C. Brown.
- Helion, J.C. (1996). If we build it, they will come: creating an emotionally safe physical education environment. *Journal of Physical Education, Recreation, and Dance*, 67, 40-44.
- Hellison, D.R. (1996). *Teaching responsibility through physical activity*. Champaign, IL: Human Kinetics.
- Jewett, A.E., Bain, L.L., & Ennis, C.D. (1995). *The curriculum process in physical education*. Madison, WI: Brown & Benchmark.
- Randall, L.E. (1992). *The student teacher's handbook for physical education*. Champaign, IL: Human Kinetics.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Link to Conceptual Framework: This course is the culminating experience in the PETE program. It includes full-time involvement in a physical education setting in which the student intern, working under the supervision of a university and classroom supervisor is expected demonstrate competency in teaching and in handling the day to day responsibilities of a physical education environment. To achieve the required standard of teaching excellence, students are expected to demonstrate competency in **ALL** areas of the College of Education conceptual framework: they are to be **knowledgeable** in understanding and applying research-based teaching principles and concepts; **decision makers** in make effective pedagogical choices; **proactive** in establishing an effective learning environment and appropriate learning activities; **culturally sensitive and empathetic** towards students; **reflective** regarding educational decisions; and **adaptive** in

making appropriate changes to the situation. Working *collaboratively* with supervisors, the intern takes on a variety of *leadership* roles and prepares for a journey of *lifelong learning* and teaching physical education.

ASSIGNMENTS

General requirements related to the roles and responsibilities of interns and supervisors are delineated in the internship handbook. Specific expectations and requirements include the intern working in a collaborative relationship with supervisors to do the following:

1. **Proficiency Plan (175 points):**
 - **Pre self-evaluation (25 points):** Conduct a pre self-evaluation of performance based on the criteria and identify 7-10 competencies to work during the semester.
 - **Post self-evaluation (25 points):** Conduct a post self-evaluation of performance based on the criteria and determine the level of growth and proficiency in the 7-10 identified competencies.
 - **Reflective Journal (3 x 15 = 45 points):** Create a reflective journal of at least one entry per week to explain efforts toward growth and proficiency in the identified competencies.
 - **Incremental Teaching Plan (5 points):** Develop a plan of gradually increasing classroom teaching responsibilities toward full-time teaching. Two weeks at each site is required. More time is desired if appropriate and feasible.
 - **Weekly Contract (5 x 15 = 75 points):** Complete the weekly contract with your cooperating teacher each week identifying what your weekly focus will be.

2. **General Duties (50 points):** The intern will follow the regular schedule of the classroom supervisor and participate in school activities associated with a classroom teacher's responsibility. Throughout the internship, professional growth opportunities such as participation in faculty meetings, staff development, and planning sessions is expected. Also expected, is involvement in parent meetings and conferences, and involvement in carrying out school responsibilities such as lunchroom and bus duty.
 - **Internship Activity Checklist:** This checklist should be completed 2 times during the semester. Once at your first placement and again at your second placement.

3. **Professional Dispositions/ Professionalism (100 points):** Refer to the College of Education's conceptual framework. The student will be evaluated on their professionalism and dispositions throughout the internship. Professionalism includes, but is not limited to the following: attitude, dress, language, respect, punctuality, etc. The dispositions include empathetic, culturally sensitive, collaborative, reflective, leaders, and lifelong learners. *****NOTE: An intern's lack of professionalism or disposition unbecoming of a teacher can result in automatic failure of the internship.**
 - **Cooperating Teacher Assessment (5 x 15 = 75 points):** The cooperating teacher will complete the professional dispositions rubric on a weekly basis.

- **Supervising Teacher Assessment (5 x 5 = 25 points):** The supervising teacher will complete the professional dispositions rubric 5 times throughout the semester.

4. Teaching Competencies (310 points):

- **TEFEE (115 points):** Level of competency demonstrated on the TEFEE midterm. Completed by the cooperating and supervising teachers.
- **TEFEE (115 points):** Level of competency demonstrated on the TEFEE final. Completed by the cooperating and supervising teachers.
- **Teaching Effectiveness (4 x 20 = 80 points):** Level of teacher competency both managerial and instructional. Evaluated four times throughout the semester by the supervising teacher.

5. Curriculum Unit (100 points). Implement a curriculum unit during the full-time teaching period. The curriculum plan is to be developed in a pretest-posttest format designed to assess the extent of learning gains made by the student participants that are a direct result of the intern’s teaching.

- **Elementary Unit (50 points):** Develop a 5 day unit of your choice that you will teach in the school.
 - 5 lesson plans (35 points)
 - Pretest – Posttest (15 points)
- **Middle/Secondary Unit (50 points):** Develop a 5 day unit of your choice that you will teach in the school.
 - 5 lesson plans (35 points)
 - Pretest – Posttest (15 points)

The internship activities are to be developed and compiled in the intern’s Document of Performance Notebook. Notebooks are reviewed and the quality of the intern’s performance is assessed during scheduled lesson observations as part of the overall evaluation.

EVALUATION PROCEDURES

<i>Proficiency Plan</i> -----	175 points
<i>General Duties</i> -----	50 points
<i>Professional Dispositions/ Professionalism</i> -----	100 points
<i>Teaching Competencies</i> -----	310 points
<i>Curriculum Unit</i> -----	100 points

*****LATE WORK WILL NOT BE ACCEPTED. NO EXCEPTIONS*****

GRADING POLICY

SATISFACTORY (S) 588 - 735 points (B average or above)

UNSATISFACTORY (U) 0 - 507 points

COURSE OUTLINE

Week 1 – Week 8: Placement 1

Week 9 – Week 16: Placement 2

ACADEMIC HONESTY

Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes the ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the *UWG Student Handbook*, *Undergraduate Catalog*, and *Graduate Catalog*.

NOTE ON ACADEMIC HONESTY: You MAY NOT turn in work for this course that has been turned in or completed in another class except by permission of the instructor. If you turn in work for this class that has been completed as part of the academic requirements for another course, you will not receive a passing grade for the project.

EXTRA CREDIT: This course does not have any extra credit opportunities.

FOLIOTEK: This course will require students to save course assignments. The course assignments will be uploaded to the student's electronic portfolio (foliotek). This is a requirement for teaching certification/ graduation. The following assignments are required for this course: **Pre-Test / Post-Test Assessment**