

PHED 4689**TEACHING INTERNSHIP SEMINAR**

Semester Hours: 3

Semester:

Instructor:

Office Location:

Office Hours:

Telephone:

Email:

Fax:

COURSE DESCRIPTION

Pre-requisite: Admission to Teacher Education; Completed all other professional courses with a grade of C or better

Co-requisite: PHED 4686

This seminar develops heightened professionalism through seminars and reflection focused on issues, topics, skills, materials, and technology appropriate to the teaching experience. This seminar is taken concurrently with the teaching internship.

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 through altering classrooms, schools, and school systems (transformational systemic change). 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. National principles (INTASC), propositions (NBPTS), and standards (Learned Societies) are also incorporated as criteria against which candidates are measured.

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. This course's objectives are related directly to the conceptual framework and appropriate descriptors, principles or propositions, and Learned Society standards are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

COURSE OBJECTIVES

Students will:

1. describe the cycle of planning, implementing, evaluating, and reflecting on instruction, and begin practicing reflection to grow professionally as a health and physical educator
(reflective, proactive, knowledgeable, lifelong learners, leaders, decision makers)
(Lynn, Castelli, Werner, & Cone, 2007);
2. discuss issues related to student evaluation and grading in health and physical education that arise from the teaching internship experience
(reflective, proactive, knowledgeable, lifelong learners, leaders, decision makers)
(Kelly & Melograno, 2004; Lund & Tannehill, 2005; Lynn, Castelli, Werner, & Cone, 2007);
3. identify legal issues and concerns related to legal liability in health and physical education that are related to the teaching internship experience
(reflective, proactive, knowledgeable, lifelong learners, leaders, decision makers)
(Lynn, Castelli, Werner, & Cone, 2007);
4. debrief about positive and negative experiences during the teaching internship experience
(reflective, proactive, knowledgeable, lifelong learners, leaders, decision makers)
(Lynn, Castelli, Werner, & Cone, 2007; Sutherland, 2002);
5. identify practices to establish and enhance professionalism for health and physical educators
(reflective, proactive, knowledgeable, lifelong learners, leaders, decision makers)
(Kelly & Melograno, 2004; Lynn, Castelli, Werner, & Cone, 2007; Rink, 2006; Silverman & Ennis, 2003);
6. develop appropriate practices for requesting letters of recommendation, interviewing, and preparing to begin a new job
(reflective, proactive, lifelong learners, leaders, decision makers)
(Lynn, Castelli, Werner, & Cone, 2007; Rink, 2006);
7. complete the electronic portfolio and updated resume and related requirements
(reflective, proactive, lifelong learners, leaders, decision makers)
(Lynn, Castelli, Werner, & Cone, 2007); and

8. describe the current issues and trends in health and physical education, especially those encountered during the teaching internship
(*reflective, proactive, knowledgeable, lifelong learners, leaders, decision makers*)
(Lynn, Castelli, Werner, & Cone, 2007; NASPE, 2004).

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Texts

Lynn, S., Castelli, D., Werner, P., & Cone, S. (2007). *Seminar in physical education: From student teaching to teaching students*. Champaign, IL: Human Kinetics.

Sutherland, C. (2002). *Physical education tips from the trenches*. Champaign, IL: Human Kinetics.

References

Kelly, L., & Melograno, V. (2004). *Developing the physical education curriculum: An achievement-based approach*. Champaign, IL: Human Kinetics.

Lund, J. & Tannehill, D. (2005). *Standards-based physical education curriculum development*. Boston: Jones and Bartlett.

National Association for Sport and Physical Education (2004). *Moving into the future: National standards for physical education* (2nd ed.). Boston: McGraw-Hill.

Rink, J. (2006). *Teaching physical education for learning* (5th ed.). New York: McGraw-Hill.

Silverman, S. & Ennis, C. (2003). *Student learning in physical education: Applying research to enhance instruction* (2nd ed.). Champaign, IL: Human Kinetics.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Link to Conceptual Framework: The primary goals are as follows: 1) Develop an individual philosophy and understanding of the field of physical education; 2) Develop a knowledge base of the field of physical education; 3) Demonstrate effective leadership skills and 4) Investigate, problem solve, and initiate activities for a career in pedagogy. At the completion of this course, students will have demonstrated achievement in the areas of *decision makers*: choose topics and assessment strategies and select a physical education philosophy (**Assignments: 1, 3**), *leaders*: take responsibility for ongoing inquiry and presenting current knowledge to fellow classmates. (**Assignment: 1, 2**), *lifelong learners*: study the effectiveness of practices and acquiring knowledge, ideas, and philosophies from professionals (**Assignments: 1, 2, 3**), *knowledgeable*: draw on

pedagogical, content and professional knowledge (**Assignments: 1, 2, 3**), being *proactive*: implement new ideas (**Assignments: 1, 2, 3**), and *reflective*: engage in ongoing, continuous reflection of the primary principles and philosophies of physical education (**Assignments: 1, 2, 3**).

Assignments:

1. Participation (50)

Students must fully participate in the seminars, discussions, and activities related to the internship seminar. Written in-class activities and reflections or responses will be required throughout the seminar. Students should attend seminar prepared to share openly about their teaching experience, and to analyze the experience of self and others. The assessment is graded subjectively based on student levels of participation and involvement.

Course objectives: 1, 2, 3, 4, 5, 6, 8

2. Interview (20 points)

A mock interview for a teaching position in health and physical education will be conducted with each student. The student must conduct him/herself in a professional manner throughout the interview process. This includes appearance, speech, and demeanor. The interview must be audio-taped by the student. A personal evaluation of the interview must be completed by the student.

Course objective: 6

3. Portfolio (30 points)

Each student will design and create an electronic portfolio to demonstrate mastery of the skills, knowledge, and dispositions developed during the student's college of education courses. The portfolio is designed to demonstrate achievement of the 10 descriptors in the Conceptual Framework, include an updated resume, and support job interviewing. Students are required to complete an electronic portfolio according to the Department of Physical Education guidelines. The portfolio will be created using Foliotek.

Course objective: 7

GRADING POLICY

A = 90-100 points	90-100%
B = 80-89 points	80-89%
C = 70-79 points	70-79%
D = 60-69 points	60-69%
F = less than 60 points	less than 60%

CLASS POLICIES

Attendance

Students are expected to attend and fully participate in all class meetings, arrive on time, and remain until the discussion for that class period is complete. Absences will be excused with appropriate written documentation for the following reasons:

- a. Death or major illness in a student's immediate family;
- b. Participation in legal proceedings or administrative procedures that require a student's presence;
- c. Religious holy day;
- d. Illness that is too severe or contagious for the student to attend class (as determined by a physician);
- e. Required participation in military duties;
- f. Mandatory admission interviews for professional or graduate school which cannot be rescheduled; or
- g. Official representation of the University of West Georgia (athletic team, debate team, etc.).

E-mail

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important University related information to UWG students in a timely manner. It is the student's responsibility to check his or her email.

Professional Disposition

The student is expected to demonstrate professional dispositions in all courses, field experiences, and other settings in which the student represents the university. Professional dispositions include but are not limited to attitude, dress, language, collegiality, preparedness, and punctuality. Professional disposition assessments are a significant part of the student's permanent file and will be used to determine the student's progress and continuation in the program. In addition, disposition assessments will help determine whether a student is ready to enter the internship experience.

All students seeking teaching certification through the Department of Physical Education and Recreation will be reviewed by all instructional faculty members during the thirteenth (13th) week of fall and spring semesters regarding their professional dispositions. Additional reviews will be conducted as needed. This holistic evaluation will determine students' continuation in the certification program.

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.

Work Credit

No material prepared to meet requirements in one course may be used to fulfill the requirements in another course without prior permission of the instructor.

Americans with Disabilities Statement (ADA)

The ADA is a federal anti-discrimination statute that provides comprehensive civil rights for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of his/her disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office in Room 272 of the Student Development Center located in Parker Hall. The phone number is (678) 839-6428, and the fax number is (678) 839-6429.

Academic Integrity and Honor Code Pledge

At the University of West Georgia we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery, or threats, and stealing.

Pledge:

Having read the Honor Code for UWG, I understand and accept my responsibility to uphold the values and beliefs described and to conduct myself in a manner that will reflect the values of the institution in such a way as to respect the rights of all UWG community members. As a West Georgia student, I will represent myself truthfully and complete all academic assignments honestly. I understand that if I violate this code, I will accept the penalties imposed, should I be found guilty of violations through processes due me as a university community member. These penalties may include expulsion from the University. I also recognize that my responsibility includes willingness to confront members of the University community if I feel there has been a violation of the Honor Code.

** If plagiarism or another act of academic dishonesty occurs, a grade of zero will be given for the course assignment and, if further actions are warranted, the misconduct will be dealt with in accordance with the academic misconduct policy as stated in *The Student Handbook*, the *Undergraduate Catalog* and *Graduate Catalog*.

CLASS OUTLINE

Students will come to seminar each week prepared to discuss their previous week teaching. The schedule provides opportunities for special speakers, current topics in physical education, and ways to improve teaching, although debriefing and learning from the internship experience of self and others will be the main focus of each session.

Week	Topic
1	Course Introduction and Syllabus
2	Physical Education Philosophy, Goals, Assessment, and Instruction; Physical Education in the School
3	Teacher Reflection
4	The Promotion of Physical Activity
5	Standards-Based Movement in Health and Physical Education; Physical Education Curriculum
6	Legal Issues in Teaching Health and Physical Education
7	Professionalism in Health and Physical Education; Interviewing and Job Preparation
8	Interviewing
9	Routines in Health and Physical Education Equipment in Health and Physical Education
10	Student Assessment, Evaluation and Grading
11	Teaching Physical Education for Inclusion
12	Current Issues and Trends in Health and Physical Education
13	Current Issues and Trends in Health and Physical Education
14	Current Issues and Trends in Health and Physical Education
15	Current Issues and Trends in Health and Physical Education
16	Current Issues and Trends in Health and Physical Education