



## **Rationale for Internship (12 hours total)**

Because the adult learners enrolled in this Certification Concentration will have varied life situations, a variety of options will be provided to fulfill the Board of Regents requirement of 900 hours of field-based experiences. A total of 12 credit hours of NEW Internship (PHED 6686 – Teaching Internship) will be required in the PROPOSED program. How these 12 hours are accomplished will be determined by the student working with the faculty advisor. For example, a provisionally certified teacher who is teaching fulltime will complete 6 hours of internship each semester, primarily in his/her own classroom, throughout the year. A student who holds a bachelor's degree but is not in a teaching assignment will complete 450 hours each semester in an approved classroom. A fitness director seeking certification and who works fulltime during the day may take 2-3 internship hours each semester until the full 12 hours is accomplished.

The internship experiences will be outlined in a Field Experience Handbook, based on the handbook developed and used in post-degree certification programs in the Department of Media and Instructional Technology. The Handbook consists of a series of field-based activities to be accomplished and approved by the supervisor. The activities require students to participate in the full range of teaching responsibilities in health and physical education, in grades K-12, including at least two weeks of fulltime teaching. The activities are also keyed or linked to the content and methods courses throughout the curriculum.

## **PROPOSED**

### **PHED 6686 Teaching Internship**

Prerequisite: PHED 6660, PHED 6665, Permission of Instructor, and Admission to Teacher Education  
This course involves practical, supervised teaching experience in a variety of school settings throughout the semester.

**TEACHING INTERNSHIP**

Semester Hours: 6

Semester/Year:

Instructor

Office Location

Office Hours

Telephone

E-mail

Fax

**COURSE DESCRIPTION**

Prerequisite: PHED 6660, PHED 6665, Permission of Instructor, and Admission to Teacher Education

This course involves practical, supervised teaching experience in a variety of school settings throughout the semester.

**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 teaching in classroom and gymnasium settings and assume these teaching responsibilities in both settings (*Empathetic, Knowledgeable*)  
(Randall, 1992; AAHE III; NASPE 4, 6);

2. observe, develop, and implement rules and routines for instructional tasks (e.g. checking the roll, leading exercises, distributing and collecting equipment)  
*(Empathic, Knowledgeable)*  
(Denton & Kriete, 2000; NASPE 6);
3. plan for instruction including formulating daily lesson plans and units, and evaluating student progress  
*(Adaptive, Empathetic, Knowledgeable)*  
(Jewett, Bain, & Ennis, 1995; AAHE II; NASPE 6, 7);
4. appropriately demonstrate a variety of teaching styles  
*(Adaptive, Empathetic, Knowledgeable, Reflective)*  
(Harrison, Blakemore, Buck, & Pellet, 1996; AAHE III; NASPE 5);
5. motivate students to participate fully in classroom and activities  
*(Knowledgeable, Reflective, Leaders, Collaborative, Culturally Sensitive, Proactive)*  
(Hellison, 1996; NASPE 4);
6. use appropriate classroom management techniques to manage student learning and behavior  
*(Leaders, Collaborative, Culturally Sensitive, Knowledgeable, Proactive)*  
(Harrison, Blakemore, Buck, & Pellet, 1996; NASPE 4);
7. individualize learning to meet the special needs of each student  
*(Lifelong Learners, Knowledgeable, Adaptive, Empathetic)*  
(Block & Horton, 1996; AAHE I, NASPE 3);
8. design and implement assessment procedures useful in individualizing instruction  
*(Adaptive, Empathic, Knowledgeable)*  
(Harrison, Blakemore, Buck, & Pellet, 1996; AAHE II, III; NASPE 6, 7);
9. measure and evaluate student progress based on objectives  
*(Adaptive, Empathetic, Knowledgeable)*  
(College of Education, 2008; AAHE IV; NASPE 2, 7);
10. assume teaching responsibilities and reflect on instructional decisions for the purpose of improving subsequent planning, implementation, and evaluation  
*(Decision Makers, Lifelong Learners, Collaborative, Culturally Sensitive, Knowledgeable, Proactive)*  
(College of Education, 2008; Harrison, Blakemore, Buck, & Pellet, 1996; AAHE IV; NASPE 8);
11. participate in professional activities (e.g. attend faculty meetings, attend PTA, participate in professional development)  
*(Leaders, Lifelong Learners, Collaborative, Culturally Sensitive, Proactive)*  
(College of Education, 2008; AAHE V; NASPE 10);

12. assume the full range of faculty duties including lunchroom duty and bus duty  
(*Empathetic, Knowledgeable*)  
(College of Education, 2008; NASPE 10);
13. work collaboratively and effectively with other teachers and school personnel  
(*Collaborative, Culturally Sensitive, Proactive*)  
(College of Education, 2008; Department of Health, Physical Education, and Sport Studies, 2009; AAHE V, VI, VII; NASPE 10);
14. identify instructional resources available at each school  
(*Collaborative, Knowledgeable*).  
(Denton & Kriete, 2000; AAHE V, VI; NASPE 10); and
15. practice the Code of Professional Ethics as presented in expectations, policies, and procedures for internship  
(*Lifelong Learners, Proactive, Reflective*)  
(College of Education, 2008; NASPE 10).

## **TEXT, READINGS, AND INSTRUCTIONAL RESOURCES**

### **Required Texts**

Department of Health, Physical Education, and Sport Studies. (2009). *Field experience handbook for M.Ed. and certification students*. Carrollton, GA: University of West Georgia, Author.

College of Education (2008). *Expectations, policies, and procedures of internship*. Carrollton, GA: University of West Georgia, Author.

### **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

### 1. Activities Checklist

The Activities Checklist for Health and Physical Education Field Experience (see Field Experience Handbook) contains a variety of required activities to be completed during the teaching internship in conjunction with each course in which the student is enrolled. Complete descriptions for each activity are also located in that Handbook.

Course Objectives: 1-3, 10, 11, 14

### 2. Mentor Teacher Assessment

The mentoring teacher will complete the professional competencies rubric on a bi-weekly basis. Students must submit copies to the university supervisor during scheduled class meetings throughout the semester.

Course Objectives: 4-9, 12, 13, 15

### 3. Teaching Competencies

The required University of West Georgia evaluation of teaching competencies will be completed twice during the semester during a three-way meeting with the intern, mentoring teacher, and university supervisor. The TEFEE instrument will be completed in these mid-term and final meetings.

Course Objectives: 4-9, 15

## GRADING POLICY

SATISFACTORY (S): Meets all requirements and expectations

UNSATISFACTORY (U): Does not meet all requirements and expectations

**Attendance**

Attendance is required for all days in the teaching internship semester. Students must follow all policies and procedures distributed to students at the beginning of the semester.

**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.

**Electronic Portfolio**

This course will require students to save course assignments. The course assignments will be uploaded to the student's electronic portfolio. This is a requirement for teaching certification/graduation.

**Work Credit**

No material prepared to meet requirements in one course may be used to fulfil 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*.