



### **Course Description**

Student will be placed in an elementary or middle school for the first seven weeks of teaching. The next eight weeks will be spent at the high school level teaching grades nine through twelve. Five full days including seminar for fifteen weeks.

**Successful completion of this course requires passing the Illinois Assessment for Professional Teaching Test. Workshops are available through the Teachers' Writing Center, ED 111.**

### **Course Objectives**

1. Develop attitudes, values and skills essential for creating an environment for learning which respects and incorporates students' personal, family, cultural and community experiences.
2. Implement plans for learning (unit and lesson plans), classroom management strategies and assessment of learning methodologies based on the needs of learners that are developmentally appropriate and safe for k-12 learners..
3. Implement curriculum goals and develop and implement unit objectives that address the development of physically educated individuals including interdisciplinary connections and life and career experiences through unit and lesson planning .
4. Apply behavior management and instructional concepts and principles necessary for meeting the needs and motivating all learners for every movement experience lesson to promote activity as life-long endeavor.
5. Develop a written philosophy statement that portrays the value and purpose given to physical education in the development of children (K-12) and in society as a whole.
6. Assess student performance in all three educational domains, stressing authentic and self-assessment techniques, to provide feedback and plan lessons that are appropriate to meeting the needs of all learners.
7. Analyze and assess pedagogical performance and set goals relative to improvement of future teaching performance.
8. Create a learning environment that promotes self-motivation, respect and responsibility by implementing strategies that foster appropriate behavior and by reflecting upon the influence of the teacher.
9. To use various communication techniques (including technology) to promote learning in physical education and to the entire school community.
10. Continue professional development through current membership in IAHPERD and AAHPERD, attending the IAHPERD or AAHPERD Convention and contributing as team members on the CSU Jeopardy and Super-Stars teams (fall only).
11. Identify and establish community and collegial partnerships by participating in school activities at the student teaching sites that will assist in supporting program goals and advocating for program support.
12. Develop and understanding an appreciation for the legal aspects (policies and procedures) of the school system inherent in their organization and operation.

**Assessments**

Obj #	Assessment	Standards Criteria ICS=IL Content Standards ILAS=IL Language Arts Standards ITS=IL Technology Standards IPTS=IL Professional Teaching Standards NASPE=National Association for Sport and Physical Education	Criteria for Grading (points/percentage of final grade)
1	Professional portfolio, unit plans, final evaluation, assignments Final evaluation, professional portfolio Final evaluation  Assignments	ILAS – 1D IPTS – 2H, 3N  IPTS – 3E, 3F, 3I, 3J, 8N, 9G, 9H, 9K, 9L, 10D, 11P NASPE – 3.2, 3.3, 4.1 IPTS – 9A, 9B, 9C, 9G, 9H, 9K, 9L, 11P	65 points 35 points  25 points  10 points
2	Unit and lesson plans, professional portfolio Final evaluation  Final evaluation, professional portfolio Final evaluation, lesson plans Assignments Professional portfolio  Presentation	ILAS – 3C, 3D NASPE – 6.4 IPTS – 1C, 2E, 3K, 3L, 4L, 4S, 5G, 5I, 5J, 6M NASPE – 4.4, 5.2, 6.5, 6.8, 6.9, 6.10, 7.1, 7.3, 7.5 IPTS – 3H, 5M  IPTS – 4D NASPE – 4.5, 6.2, 6.6, 6.7 IPTS – 5H, 6F NASPE – 6.3, 6.7 NASPE – 7.1, 7.3, 7.5	35 points  25 points  35 points  30 points 10 points 10 points  10 points
3	Final evaluation, unit plan Assignment Final evaluation, assignments Final evaluation, assignments, lesson plans Lesson and unit plans Final evaluation	ILAS – 1G IPTS – 1F, 1L IPTS – 4B, 6O IPTS – 4C  IPTS – 4J IPTS – 4K, 4O, 4Q, 6L NASPE – 6.1, 8.4	45 points 10 points 35 points 40 points  25 points 25 points
4	Final evaluation  Final evaluation, assignments Assignments Final evaluation, assignments, professional portfolio Professional portfolio	ILAS – 1F IPTS – 1G, 4A, 5O, 6I, 6J, 6K, 11T NASPE – 1.5, 3.2 IPTS – 5A IPTS – 5E, 11O IPTS – 6G NASPE – 3.1 NASPE – 1.9	25 points  35 points 10 points 45 points  10 points
5			
6	Final evaluation, seminar Final evaluation  Final evaluation, professional	ILAS – 3D IPTS – 1C, 1H, 1J, 1K, 2B, 2I, 3C, 3M, 4N, 6H, 8I, 8M NASPE – 7.2, 7.5 IPTS – 2G, 5P	45 points 25 points  35 points

	portfolio Final evaluation, assignments Lesson plans Final evaluation, presentation Presentation	IPTS – 4I IPTS – 4P, 8I IPTS – 6P, 8A, 8E, 8J, 8K, 8O, 8Q NASPE – 7.4, 7.5	35 points 5 points 35 points 10 points
7	Unit plans, professional portfolio  Professional portfolio Professional portfolio, final evaluation Assignments	ILAS – 3B IPTS – 10E NASPE – 1.9 NASPE – 5.1  NASPE – 8.1	30 points  10 points 35 points  10 points
8	Professional portfolio, unit plans, final evaluation assignments  Final evaluation  Final evaluation , assignments	ILAS – 1D, 5R IPTS – 5K, 5L, 5N IPTS – 3G NASPE – 2.1, 2.3, 4.2, 4.6, 4.7 NASPE – 4.3	65 points  25 points  35 points
9	Unit plans, final evaluation, assignments Final evaluation, unit plan Final evaluation	ILAS – 1G, 3A  ITS – 3D, 5B, 7I IPTS – 1M, 7K, 8M, 9O, 9P, 9Q, 9R NASPE – 5.3, 5.4, 5.5	55 points  45 points 25 points
9	Final evaluation, assignments Final evaluation, presentation Final evaluation, professional portfolio	IPTS – 4E, 4R, 6N, 7B, 7C IPTS – 7D, 8L, 8P IPTS – 7E, 7F, 7G, 7H, 7I, 7J NASPE – 6.11	35 points 35 points 35 points
10	Assignments  Final Evaluation	IPTS – 10G, 11I, 11N NASPE – 8.2 IPTS – 11Q NASPE – 8.2	10 points  25 points
11	Final evaluation, assignments Final evaluation	IPTS – 9I, 9J, 9M, 9N, 11M IPTS – 9S, 9T, 10F, 10G, 10H NASPE – 5.5, 9.1, 9.2, 9.3, 9.4, 9.5	35 points 25 points
12	Final evaluation  Assignments	IPTS – 11C, 11J, 11K, 11L, 11R, 11S NASPE – 9.6 IPTS – 11D	25 points  10 points

### **Course Requirements**

The planning and teaching of classes should begin as soon as possible in the school setting. This will be decided on an individual basis between the field-based supervisor, the campus-based supervisor and the student teacher. Responsibility for a full teaching schedule should be assumed by the second week, if at all possible. If the student teacher is unable to assume that responsibility, withdrawal from student teaching is required. You are responsible for performing all of the duties and responsibilities of the field-based supervisor. This may include: attending faculty meetings, PTA meetings, professional development activities; making phone calls to parents; implementing IEPs; collaborating and communicating with teacher aides and other support staff and teachers.

### **Assignments (10 points each)**

Several assignments are required by the campus-based supervisor. These include the following:

- **Professional Development Activities**  
IAHPERD and AAHPERD Membership, Convention Attendance and Convention Participation  
Every student teacher is required to be a member of both IAHPERD and AAHPERD.  
Membership applications will be distributed during the first seminar or can be obtained on-line.  
If you are student teaching during the fall semester, attendance at the IAHPERD Convention is also required. It is expected that you will volunteer to participate as either a member of the CSU jeopardy or super-stars teams. Graduate students need to participate in both. If you are student teaching during the spring semester, you are required to attend the DuPage County Institute Day. Membership for the DuPage County Institute Day will be handled during seminar.
- **Behavior Management Plan**  
Revision or development of a rules poster needs to be completed by your first day of teaching at the elementary/middle school level and at the high school level. This poster should be created with student input and field-based supervisor approval. A plan to develop personal and social responsibility also needs to be created before teaching begins. This plan needs to include school policies and procedures for handling behavior disruptions. Specific requirements will be discussed and distributed in seminar. At the secondary level, you will need to review your plan from PE 354 for current relevancy. This plan needs approval by the field-based supervisor. Specific requirements will be discussed and distributed in seminar.
- **Bulletin Board**  
A bulletin board relating to curriculum goals or unit objectives needs to be developed at each student teaching site. It is the student teacher's responsibility to notify the campus-based supervisor of its completion. Graduate students also need to develop a school promotional display (flyer, additional school bulletin board, etc.) A digital picture will be taken for the student teacher's portfolio. Evaluation measures will be discussed and distributed in seminar.  
**Assessing Teacher Effectiveness – Achieving Your Goals**  
After each video-taped class, the student teacher and the campus-based supervisor will assess teaching performance by completing the checklist, record of time, and feedback sheets. On the back of each sheet, you will need to indicate how the information relates to you teaching goals. All assessment sheets need to be turned in at the following seminar.
- **Journal**  
During each seminar session, you will be asked to respond to specific questions or topics in your journal. Journal will be kept in your portfolio. The best type of journal tends to be spiral bound. Please bring your journal to the first seminar held after your first week of student teaching and to every seminar after.
- **Professional Collaboration**  
During each experience will need to attend all faculty meetings, professional development/institute activities, parent-teachers conferences, meetings with individual parents/guardians, meetings with other school personal related student learning or curriculum development, and one after school activity of your choice. Graduate students need to attend three activities. The purpose of this activity is to experience and reflect upon the collaborative relationships that are necessary to the school community to function effectively. It should also serve to identify alliances that will assist you in advocating for your physical education program. You are also required to develop a letter of introduction to the parents of your students. This letter will need to be copied and distributed during the first week at each site. Specific requirements will be discussed and distributed in class.

**Presentation (10 points)**

Each student will choose one unit to present at our final seminar session. This presentation will be ten minutes in length and serves to prepare you for presenting at the IAHPERD Convention. Using a power point presentation is a requirement. Specific requirements will be discussed and distributed in seminar.

**Professional Portfolio (20 points)**

This portfolio will be developed using specific department criteria. The artifacts collected in your working portfolio will serve as information for the professional portfolio. Portfolios are due the week of midterms. Faculty will review and evaluate each portfolio. Late portfolios will not be accepted.

**Lesson and Unit Plans (5 and 20 points)**

Units plans are due to the campus-based supervisor one week before their teaching dates. Implementing the sport education model at the middle and high school levels is highly recommended. All lesson plans must be submitted at seminar the Friday before implementation. All plans (lesson and unit) must be initialed by the field-based supervisor before being submitted to the campus-based supervisor for approval and evaluation of credit. Late plans will not be accepted.

**Seminar Attendance**

Seminar attendance is mandatory. Failure to attend seminar without an excused absence from the campus-based supervisor will result in a deduction of five points. Arriving late for seminar will result in a two point deduction. Preparation and participation in seminar is required for full credit to be earned. Seminar is held from 3-5pm every Monday at Chicago State University.

**Final Evaluation (25 points)**

The final evaluation of the campus-based supervisor will take into account the weekly evaluation of the field-based supervisor(s); the documented progression from the checklist, record of time, verbal feedback sheets; and the observation report of the campus-based supervisor.

**Grading Policy**

100 – 93	Excellent
92 – 85	Above Average
84 or below	Unsuccessful

Anyone receiving a grade of C or below as a final grade for either student teaching experience will need to repeat student teaching.

**Required Texts**

Graham, George, Holt/Hale, Shirley, and Parker, Melissa (1998). Children Moving. Mountain View, CA. Mayfield Publishing Company.

Hellison, Donald (1995). Teaching Responsibility Through Physical Education. Champaign, IL: Human Kinetics.

Rink, Judith E. (1998). Teaching Physical Education for Learning. New York, NY: The McGraw-Hill Companies, Inc.

Siedentop, D. (1994). Sport Education. Champaign, IL: Human Kinetics.

### **Recommended Texts**

Ashworth, S. & Mosston, M. (1994). Teaching physical education. New York: Macmillan College Publishing Company.

Boyce, B. A. (2003). Improving your teaching skills: A guide for student teachers and practitioners. New York: McGraw-Hill Companies, Inc.

Cole, M. & Cole, S.R. (2001). The developmental child. New York: Worth Publishers.

Henderson, J.G. (1992). Reflective teaching. New York: Macmillan Co.

Melograno, V.J. (1998). Professional and student portfolios for physical education. Champaign, IL: Human Kinetics.

Schottlach, N. & McManama, J. (1997) The physical education handbook. Needham Heights, MA: Simon & Schuster Co.

Strong, J.H. ( 2002). Qualities of effective teachers. Alexandria, VA: Association for Supervision and Curriculum Development.

## Course Calendar

<u>Session</u>	<u>Topic(s)</u>	<u>Assignment(s)</u>
Aug. 21	Introduction to Student Teaching	
Aug. 28	Linking Objectives, Assessment and Learning Experiences: Collaboration between field based supervisor and student teacher. <b>Parent Letter Due</b>	Behavior Management Plan
Sept. 4	NO CLASS	
Sept. 11	Developing Responsibility, Respect and Self-Motivation – The Person of the Teacher: Behavior Mgt/parent involvement; Scenarios or Case studies <b>Rules and Consequences Posters Due</b> <b>Behavior Management Plan Due</b> Curriculum Evaluation	Professional Collaboration Bulletin Board Assignment  Professional Collaboration Assignment
Sept. 18	Teaching for Learning – Learning Structure and Assessment Information <b>Bulletin Board Due</b>	Professional Collaboration Assignment
Sept. 25	Using Technology to Enhance Student Learning Professional Collaboration Due	
Oct. 2	Teacher collaboration/Teaching other subjects	
Oct. 9	Grant writing	
Oct. 16	Preparing for Secondary Physical Education <b>Portfolio Due</b>	Parent Letter Unit Plans
Oct. 23	Linking Objectives, Assessment and Learning Experiences <b>Parent Letter Due</b>	Bulletin Board Assignment
Oct. 30	Developing Responsibility, Respect and Self-Motivation – The Person of the Teacher <b>Behavior Management Plan Due</b> <b>Rules and Consequences Posters Due</b>	Professional Collaboration Assignment
Nov. 6	Curriculum Evaluation <b>Bulletin Board Due</b>	Professional Collaboration Assignment
Nov. 13	Teaching for Learning – Learning Structure and Assessment Information <b>Presentations</b>	Professional Collaboration Assignment
Nov. 20	Making Connections for Learning Assignment	Professional Collaboration

Nov. 27	Making Connections for Learning <b>Professional Collaboration Due</b>	Professional Collaboration
Dec. 4	Lunch with Next Semester's Student Teachers The Purpose of Physical Education	

## **JOURNAL ENTRY ASSIGNMENTS**

Aug. 21 – Introduction to Student Teaching

Aug. 28 - Journal Entry #1, What am I trying to teach? How am I going to teach it? and How will I know if learning is taking place?

Topic: Communication btw FBS and ST/ student motivation/ professionalism

Sept. 4 – NO CLASS

Sept. 11 - Journal Entry #2, Describe how you are providing a learning environment that encourages responsible behavior, respect for each other and self-motivation for learning. Reflect on the instructional and behavior management strategies you are using; the language you chose to use, your gestures and tone of voice, etc.

Topic: Behavior Mgt/parental involvement

Sept. 18 - Journal Entry #3, Describe the curriculum plan used at your school. Does it serve the needs of all learners? Does it focus on developing physically educated individuals? State its strengths and areas for improvement.

Topic: Classroom Mgt & routines/Curriculum Evaluation

Sept. 25 - Journal Entry #4, Describe the level of development of your students– physical, social, emotional, cognitive? How does this development influence learning? Explain which teaching strategies seem to help your students “learn best”?

Topic: Inclusion/IEPs/ student motivation/ portfolio

Oct. 2 - Journal Entry #5, What type of technology am I using to promote student learning? What assets and/or difficulties am I experiencing?

Topic: Technology – listserves, newsletters, powerpoint

Oct. 9 - Journal Entry #6, Describe the interdisciplinary aspects being addressed and those that could be addressed in your present unit.

Topic: Teacher collaboration/Teaching other subject matters

Oct. 16 - Journal Entry #7, Explain the role of the community and family as influences in the learning of your students. What types of community resources are available and/or would I like to be available to assist me in achieving my learning objectives?

Topic: Grants

Oct. 23 - Journal Entry #8, What expectation do I have for my high school students? How do I plan to provide for those expectations to be met?

Topic: Coaching and Extracurricular Activities

Oct. 30 - Journal Entry #9, What am I going to teach? How am I going to teach it? How will I know if learning is taking place?

Topic: Stress Management/Liability Issues

Nov. 6 - Journal Entry #10, Describe how you are providing a learning environment that encourages responsible behavior, respect for others and self-motivation for learning. Reflect on the instructional and behavior management strategies you are using and your own personal characteristics and virtues.

Topic: Portfolio/Livetext

Nov. 13 - Journal Entry #11, Describe the curriculum plan used at your school. Does it serve the needs of all learners (gender, cultural, ability)? Does it focus on developing physically educated individuals? State its strengths and areas for improvement.

Topic: Driver’s Ed; Type 75; Graduate Programs

Nov. 20 – Journal Entry #12, Describe the level of development of your students-physical, social, emotional, cognitive? How does this development influence learning? Explain which teaching strategies seem to help your students “learn best”?

Topic: Resume; Job application process; Networking

Dec. 27 - Journal Entry #13, Explain how technology and interdisciplinary learning can be implemented to assist learning for secondary students.

Topic: Professionalism

Dec. 4 - Journal Entry #14, Describe the role of the community and family as influences in the learning of your students. What types of community resources are available and/or would I like to have available to me to assist in achieving my learning objectives?

Topic: First Year Mentoring Program