

EDN 409

Physical Education and Health

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Course Description

Students will be assigned full-time practicum sites within their areas of specialization. During the course, students will engage in a variety of supervised instructional activities, assuming increasingly wider responsibility for class instruction. Designed as a culmination of professional study and an initiation into student teaching and the teaching profession. Provides opportunities to extend and apply understandings of the roles of the teacher as a decision-maker, particularly in the areas of planning, instruction, management, and evaluation.

Text:

Practicum Semester Handbook (Revised Spring 2004)
Taskstream Program

Purpose:

The purpose of the student teaching experience is to provide a transition period between professional preparation and full-time teaching. Students are given the opportunity to apply educational theories and principles, methods of teaching, and evaluation techniques in a "real" school setting. Student interns will also have the opportunity to observe and be mentored by dedicated, caring partnership teachers. In conjunction with the practicum classroom experience, the teacher intern will be challenged to reflect upon day to day events in the placement site. Analysis and reflection of teaching practices will be ongoing as the teacher intern completes products relative to the seminar instruction and the practicum classroom. Emphasis in small group seminars will focus on the multiple roles of a teacher and the critical role of the teacher as a decision-maker as teacher interns apply theoretical and practical knowledge to classroom experiences.

Placement Dates: January 3, 2005 to April 22, 2005

Course Competencies:

Upon successful completion of the student teaching experience, students should have met the following competencies:

1. Ability to demonstrate application of professional knowledge in the gymnasium and/or classroom.
2. Ability to develop and implement appropriate classroom management strategies.
3. Ability to meet the needs of all learners.
4. Ability to appropriately plan units of instruction and daily lessons.

5. Ability to design and use developmentally appropriate methods, materials and strategies for teaching students in pre-K through grade 12.
6. Ability to think reflectively during the planning and evaluation of one's teaching.
7. Ability to generate appropriate evaluation strategies and use them to guide student growth.
8. Ability to effectively communicate with children, adolescents, and adults.
9. Ability to conduct oneself personally and professionally as a teacher.
10. Ability to cooperate effectively with public school and university personnel.

Course Objectives and Outcomes:

By the end of EDN 409 the student will be able to:

1. Integrate and apply knowledge, skills, technology and experiences previously learned,
2. Develop methods for using interdisciplinary approaches to teaching and learning,
3. Adhere to policies and procedures that ensure compliance with copyright law, fair-use guidelines, security, and child protection,
4. Analyze methods of classroom and behavior management and apply to classroom settings,
5. Collaborate with Professional Development System colleagues in identifying individual student needs and learning styles and ways to plan for instruction, management, and evaluation,
6. Expand knowledge of INTASC standards in the development of a performance-based product,
7. Reflect on his/her skills as a teacher and those demonstrated by others in making the transition from student to professional,
8. Use assessment data to demonstrate that students master the skills that are taught in a classroom.

Note: Students will document their performance in a portfolio on the program Taskstream in relation to the ten INTASC standards (<http://www.dpi.state.nc.us/pbl/pblintasc.htm>), and NC Healthful Living Standards for the appropriate grade levels, and the six NC Advanced Technology competencies (http://cnets.iste.org/teachers/t_stands.html).

Expectations and Activities:

The student in EDN 409 will:

- I. Demonstrate characteristics of a professional.** These characteristics may be demonstrated by being present and on time for classes and other activities, completing assignments in a timely and effective manner, participating with a positive attitude in all classes and activities, completing all forms required and recommended promptly, and providing feedback in a constructive and appropriate fashion.
 - A.** Attend and be on time for all UNCW seminars. You are required to attend all UNCW seminars and need to pick up an attendance label for each seminar. Be sure to log hours in attendance and turn in all forms.

- B. Your final grade may be lowered for each unexcused absence by 5% and by 2% for each time you are late.

II. Visit Placement Site Classroom and Reflect on First Impressions.

Call partnership teacher and schedule a visit to your classroom prior to the first day of classes. Ask your partnership teacher to sign your placement sheet to document completion of your visit. Reflect on your visit to the classroom and submit a one-page reflection paper, word processed and double-spaced, on the first day of class.

NOTE: Classroom demographics survey is due 2-19-05.

III. Develop an Intern Portfolio/Performance-based Product.

Performance-based products give teachers the opportunity to demonstrate and highlight competence in their classrooms. Prepare a performance-based product including a coordinated set of evidences consisting of a cover page, classroom demographics, Inquiry Project, detailed lesson and unit plans and related student work for each lesson plan, captions for each evidence and reflections. Be sure to talk with your partnership teacher about regulations for using student work samples and pictures. Submit Partnership Teacher Verification Form. **Due 4-26-05.**

Students will complete an electronic portfolio that demonstrates competency in relation to the ten INTASC, the NC Healthful Living standards and six NC Advanced Technology competencies. The portfolio will be submitted electronically using TaskStream.

Categories of Evidence of Meeting INTASC standards and Technology Competency (and National Content Standards, if required)

In developing your portfolio, choose evidence that best represents your work in your program of study. The portfolio should include a minimum of 6 artifacts. Ideally, one artifact can be used to demonstrate proficiency in relation to one INTASC standard, one Content Standard and one Technology Standard. Where this is not possible, more than six artifacts will need to be included. Each standard must be addressed by at least one artifact. One artifact can be used to address up to two standards..

Format for INTASC and Content Standards:

Evidence

Standard

Reflection: For each standard, write a reflection of a minimum of half page in length, explaining to the reader how the evidence demonstrates competency in relation to the specific standard. (If the evidence meets two standards, the reflection should be approx. one page in length.)

Format for Technology Standards:

Evidence

Standard

Description: Describe the evidence and the connection to the standard - a reflection is not needed.

There are 6 NC Educational Technology Standards. For Standards 1&5, submission of an electronic portfolio plus prior coursework is accepted as evidence that these 2 standards have been met. (See more detailed statement below).
Interns only have to submit evidence for Technology standards 2, 3, 4 and 6.

The successful development of an electronic portfolio using Taskstream. meets the following NETS standards:

- 1) b Technology Operations and Concepts: demonstrate continual growth in technology ...
- 5) a-c Productivity and Professional Practice: Teachers use technology to enhance their productivity and professional practice.

Successful completion of EDN303 meets the following standard:

- 1) a Technology Operations and Concepts: Teachers demonstrate a sound understanding of technology operations and concepts.

(Specific skills met in EDN 303 include: Computer Operation Skills, Setup, Maintenance, and Troubleshooting, Word Processing/Intro to Desktop Publishing, Spreadsheet/Graphing, Database, Networking, Telecommunications, Media Communications, Multimedia Communications)

Categories of Evidence of Meeting INTASC standards and Technology Competency (and National Content Standards, if required)

In developing your portfolio, choose evidence that best represents your work in your program of study. The portfolio should include 6 artifacts. Ideally, one artifact can be used to demonstrate proficiency in relation to one INTASC standard, one Content Standard and one Technology Standard. Where this is not possible, more than six artifacts will need to be included. Each standard must be addressed by at least one artifact.

Format for INTASC and Content Standards:

Evidence
Standard

Reflection: For each standard, write a reflection of a minimum of half page in length, explaining to the reader how the evidence demonstrates competency in relation to the specific standard. (If the evidence meets two standards, the reflection should be approx. one page in length.)

Format for Technology Standards:

Evidence
Standard

Description: Describe the evidence and the connection to the standard - a reflection is not needed.

There are 6 NC Educational Technology Standards. For Standards 1&5, submission of an electronic portfolio plus prior coursework is accepted as evidence that these 2 standards have been met. (See more detailed statement below).
Interns only have to submit evidence for Technology standards 2, 3, 4 and 6.

The successful development of an electronic portfolio using Taskstream. meets the following NETS standards:

- 1) b Technology Operations and Concepts: demonstrate continual growth in technology ...
- 5) a-c Productivity and Professional Practice: Teachers use technology to enhance their productivity and professional practice.

Successful completion of EDN303 meets the following standard:

1) a Technology Operations and Concepts: Teachers demonstrate a sound understanding of technology operations and concepts.

(Specific skills met in EDN 303 include: Computer Operation Skills, Setup, Maintenance, and Troubleshooting, Word Processing/Intro to Desktop Publishing, Spreadsheet/Graphing, Database, Networking, Telecommunications, Media Communications, Multimedia Communications)

IV. . INQUIRY PROJECT Due April 26

Good teachers are frequently engaged in thinking about their practice and trying out new strategies to see what works. (The opposite of this is where a person's teaching is based on habit or tradition - "this is the way it's always been done.") This process of experimentation may be difficult for an outsider to observe and few teachers would probably ever see themselves as engaged in "research." However, effective teaching requires that teachers reflect on their teaching and seek to find out answers as to what works and what does not.

You are to conduct a small-scale inquiry project related to the improvement of your instruction. You are to examine the effects of instruction on student learning.

In consultation with your partnership teacher, identify an issue or question related to your teaching. In many cases it may be beneficial to select a question that directly relates to an area of instruction that needs improvement (e.g. if the target area for improvement of teaching is "to improve lesson closure," then the inquiry project could be an investigation of the effects of different approaches to closure on student performance. Other examples of questions include: the advantages or disadvantages of using student selected groups vs. teacher selected groups, analysis of specific strategies for working with unmotivated learners, the value of different note-taking strategies etc.

Time frame:

1) Question, and Implementation plan, Form 1 & 2, **due March 7**

2) Final project **due April 26**

Format: A) Identify and describe your question B) Describe your implementation plan C) Present findings D) Discussion of findings E) Conclusions

Evaluation during the internship:

1. Students will be observed and evaluated daily by their partnership teacher. The university supervisor will make periodic visits to evaluate teaching, lesson plans, and professionalism.

2. Students will be expected to attend ALL seminars and workshops (both Education and Physical Education). If you must miss one, prior approval from me must be attained.

3. Attendance (seminars and placements): Students must also attend all public school days during the student teaching semester - UNCW holidays will NOT be your holidays unless your school district and/or county observe them. You will follow the public school calendar for days off, work days, etc. The only exceptions will be mandatory University seminars or meetings. You must remember that you have to be

in attendance in a public school for at least 14 weeks in your placement to be considered a "certifiable" teacher in NC State.

Grading Criteria: The first seven areas are graded pass/fail and area #8, your internship grade, is based on the grading rubric found in the WSE – Practicum Semester Handbook titled “Rubric for Assigning Grades for Internship Courses”.

1. Seminar attendance
2. Site Visitation Reflection due 1/7/05 with Student Internship Information Sheet
3. Completed Demographics Survey – Teacher Interns due 2/19/05
4. Form One Inquiry Question due 3/7/05
5. Form Two Inquiry Project Implementation due 3/7/05
6. Performance Based Product due 4/26/05
7. Self –evaluation form due 4/26/05
8. Internship (see rubric in Practicum Semester Handbook)

Grading Scale

94-100 A	77-79 C+
90-93 A-	73-76 C
87-89 B+	70-72 C-
83-86 B	<70 F
80-82 B-	

EDN 409 – Expectations for Interns

Expectations:

- **Handbook.** Adhere to EDN 409 Syllabus and Practicum Semester Handbook requirements.
- **Contact information.** Provide your partnership teacher and university supervisor with contact information including phone number, address and e-mail.
- **Classroom management.** Learn the classroom management system used by your partnership teacher. You are encouraged to develop your own classroom management system and/or class rules, but make sure you receive prior approval from your partnership teacher.
- **Notebook.** Organize a notebook that will be available at any time for review by your partnership teacher and university supervisor. Its contents serve as a communication vehicle and provide evidence of your professional growth. It should include the following sections tabbed for easy reference:
 - a. Class schedule – update as needed
 - b. Phase-in teaching schedule
 - c. Lesson and unit plans as completed
 - d. Completed Coaching plan forms
 - e. Completed Evaluation forms

- f. Site seminar log form
- g. Activities (information you'd like to share)

- **Lesson plans.** Write lesson plans that are detailed and complete. **Submit lesson plans to your partnership teacher for approval on the schedule requested, normally one week before you plan to implement them.** As the semester progresses, the university supervisor, the partnership teacher and the teacher intern will determine the condensed format for lesson planning. Regardless of the format utilized, the lesson plan should clearly state objectives, teaching strategies/activities, materials required and assessment procedures.
- **Coaching plans.** Participate in the coaching process on a regular basis as a tool for monitoring professional growth. Active participation includes the willingness and initiative to identify coaching areas, determine potential data collection strategies, and regularly monitor your progress. The coaching plan both guides you in establishing growth goals and identifies evidence that assists in monitoring progress. Review your current coaching plan weekly to update and revise. File copies of the coaching plan in your notebook and provide your supervisor with one copy at each visit.
- **Observations.** Four formal evaluations will be conducted using the specified form. The university supervisor and partnership teacher will complete a midterm and final *Performance Evaluation Scale*. You may also be asked to provide input at mid-term and the final. Be prepared to provide evidence of growth on each of the scale's evaluation criteria. Through the course of the semester, your supervisor may elect to do additional observations and evaluations.
- **Videotaping.** It is highly recommended that the intern videotape at least one lesson for the purpose of self-evaluation and professional growth. This provides a basis for discussion and reflective coaching opportunities with the partnership teacher.
- **Teaching responsibilities.** Full-time teaching responsibilities must be held for a **minimum** of 30 teaching days. Taking advantage of these teaching opportunities assists you in developing a repertoire of best practices. Beginning the first day at the placement site, the intern also assumes the non-instructional duties assigned to the partnership teacher. These may include hall duty, PTA meetings, faculty meetings, staff development, changing classroom centers or bulletin boards, etc. Teacher interns follow their placement site school calendar including teacher workdays and holidays.
- **Absence.** **Teacher interns are required to notify their partnership teacher and university supervisor no later than one hour before the start of the school day if they are to be absent from school.** Interns are required to provide lesson plans and materials as applicable for the day that they are absent. Lesson plans and materials should be in the classroom prior to the start of the school day. Excessive absences may result in an extended practicum or postponement of the internship to another semester.

Student Teaching Information Spring 2005

Note: Send this to me as soon as you know this info. Since you already know your placements, go visit each of them prior to the holiday break and get this info. Visit your principals and wear your “professional best” attire.

Your Name: _____

Your Phone Number: _____

Your Email: _____

Placement: _____

School Phone: _____

Partnership Teacher’s Name: _____

Partnership Teacher’s Phone: _____

Partnership Teacher’s Email: _____

***Send me your daily schedules as soon as you know them to my email address bennettj@uncw.edu. You should do a phase in for full time teaching during your first week and a phase out during your last week at your placement.

Address and directions to placement write below:

Note: email this info to me or mail it to me: John P. Bennett, UNCW-Health and Applied Human Sciences Department, 601 South College Road, Wilmington, NC 28403.

Demographics Survey-Teacher Interns

Intern Name: _____ Semester: _____

School	School Code	Enrollment	Traditional/ YearAround	Urban	Rural	%Free/ RedLunch

Subgroup Data:

White	
Black	
Native American	
Asian/Pacific Islander	
Hispanic	
Multiracial	
Limited English Proficiency	
Students with disabilities	
Economically disadvantaged	

Classroom Data:

White	
Black	
Native American	
Asian/Pacific Islander	
Hispanic	
Multiracial	
Limited English Proficiency	
Students with disabilities	
Economically disadvantaged	

List performance levels/exceptionalities:

Type:

#of students:

School ABC Performance Status:

INQUIRY PROJECT

FORM 1
INQUIRY QUESTION
(Due –March 7)

Name: _____

DESCRIPTION OF ISSUE: (General statement of why the issue is of importance or of interest)

PROBLEM STATEMENT: (Statement of the specific issue to be investigated)

OBSERVABLE BEHAVIORS: (What information do you need to be able to know whether or not it works? Be as specific as you can about the data you will collect. This **needs to be student outcome related.**)

It is possible to change topics but you need to get approval for any changes from your partnership teacher as well as your EDN 409 instructor or university supervisor.
The intern has discussed with me their topic for the classroom inquiry project.

Partnership Teacher Signature: _____

**INQUIRY PROJECT
FORM 2
IMPLEMENTATION**
(Due March 7)

Name: _____

PROBLEM STATEMENT:

QUESTIONS: (List the key questions related to investigation of your problem)

INFORMATION REQUIRED: (How will I know it works?)

SOURCES OF INFORMATION: (Resources/People to contact for help)

METHODS FOR COLLECTING INFORMATION: (E.g., interviewing a teacher, students' test scores)

Student Intern Self-Evaluation Form

Rate yourself 0-10 on each area and add in a summative statement regarding your performance in each area below.

1. Seminar attendance

2. Site Visitation Reflection due 1/7/05 with Student Internship Information Sheet

3. Completed Demographics Survey – Teacher Interns due 2/19/05

4. Form One Inquiry Question due 3/7/05

5. Form Two Inquiry Project Implementation due 3/7/05

6. Performance Based Product due 4/26/05

7. Self-evaluation form due 4/26/05

8. Internship (see rubric in Practicum Semester Handbook-Give yourself a letter grade for this category).

GUIDE FOR KNOWING YOUR STUDENTS AND SCHOOL

Sometimes it can be overwhelming entering a new environment and not knowing what to pay attention to. Listed below is an observation guideline that can help you in your familiarization with the school, the classroom and the students.

1. School Orientation

Procedures, responsibilities and personnel to help familiarize you with the school. [Click here](#)

2. Students' Abilities and Interaction.

Select one of the classes that you will be teaching. From observations and assignments, use the following questions to guide you in identifying students' skills.

I. Reading Skills

- A. Does the class complete reading assignments for homework?
- B. Do most students read aloud fluently?
- C. Do most students successfully respond to questions (orally/written) which require comprehension of text?
- D. Do most appear to read on or above their grade level?

II. Written Skills

- A. Are most students able to write answers to essay questions that are coherent, well organized, and grammatically correct?
- B. How often do students write?
- C. What types of written assignments are given most frequently?

III. Listening Skills

- A. Are most students engaged in active listening during lectures, presentations, and/or group work?
- B. How long are students able to be attentive to a lecture?
- C. Are they required to take notes on their own during lectures, or do they copy from the overhead?

IV. Speaking Skills

- A. Are most confident about speaking out in front of one another?
- B. Do all students respond equally during class discussions, or do some students dominate?
- C. When called on to answer a question in class, can most students express themselves adequately?

V. Cooperative Skills

- A. Are they used to working together on projects or in groups?
- B. How are groups formed?
- C. Is there accountability for each group members' work?
- D. Are the roles clearly defined within the group?

VI. Computer Skills

- A. What level of competency do students possess in using computers (refer to the NC 9-12 Computer Competencies)?

Spring 2005 Intern Schedule EDN 402, 408 and 409

	(UNCW interns observe K-12, not UNCW holiday schedule)	
January 3, 2005	First day of full-time internship, Start of EDN 409. Students should check with partnership teacher for schedule that Monday and Tuesday.	
Mondays and Wednesdays 3:30-4:50	EDN 408 Starting Jan 5 Rooms on SEAWEB by discipline	
Mondays 5:00-6:15	EDN 402 Starting Jan 10	
	REQUIRED meetings for all Secondary Interns are in Bold January Seminars: Weds. January 5, 12, 19, and Mon. 31, Education Building, Room 162	
January 5 3:30-4:50 5:00-6:00	EDN 408 Initial Licensure, Dr. Thomas	
January 10 3:30-4:50 5:00-6:15	EDN 408 EDN 402	
January 12 3:30-4:30	Career Planning & Placement, Diane Reed	
4:35-5:35	Legal Issues, Dr. Rick Holliday	
January 19 3:30-4:50 5:00-6:00	EDN 408 Performance Based Licensure, Carol Midgett	
January 24 3:30-4:50 5:00-6:15	EDN 408 EDN 402	
January 26	No Seminars	
January 31 3:30-4:30	Interviewing, Chris Furr & Dorothy Dempsey	
5:00-6:15	EDN 402	
February 7	EDN 408 & EDN 402 meet	
February 14	No Live Class for EDN 408 & EDN 402	
February 21	EDN 408 & EDN 402 meet	
February 28	Job Fair 9-10:30 11-12:30 Licensure Meeting for all secondary interns including PE & Music Dr. Thomas	University Union Room 100

	EDN 408 & EDN 402 do not meet	
March 7	No Live Class for EDN 408 & EDN 402 (No School - NH County)	
March 14	EDN 408 & EDN 402 meet	
March 21	No Live Class for EDN 408 & EDN 402	
March 28	No Live Class for EDN 408 & EDN 402	
April 4	EDN 408 & EDN 402 meet	
April 11	No Live Class for EDN 408 & EDN 402	
April 18	EDN 408 & EDN 402 meet (Last Class Meeting of EDN 402)	
April 22	Last day in schools (last day of EDN 409)	
April 26 9-10:30	Interns meet by discipline – arrangements, including room, made by each discipline coordinator	
(9:00-11:00)	Interns complete Secondary Program Evaluation	Education Building Rm 111
11:00-12:30	Presentation of Inquiry Projects – all secondary interns including PE & Music Secondary faculty & Carol Midgett	Education Building Rm 162
2:00-3:30	Final Meeting, all secondary interns including PE and Music Licensure Paperwork, Dr. Thomas Evaluations: University Supervisor, Partnership Teacher, Presentation of Certificates (University supervisors present certificates)	Dobo Hall Rm 134