

George Mason University
College of Education and Human Development
Health and Physical Education

PHED 415 (DL1) – Student Teaching in Physical Education
12 Credits, Fall 2021
Online Synchronous M/4:30-7:10pm

Faculty

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Prerequisites/Corequisites

ATEP 300, BIOL 124, 125, EDRD 300, EDUC 302, HEAL 110, 200, 405, KINE 310, PHED 202, 218, 273, 274, 275, 276, 306, 308, 320, 340, 403, 404 and PRLS 316.

University Catalog Course Description

Provides supervised clinical experience for a full semester in approved schools. Requires experiences in elementary and secondary school settings. Includes participation in pre-service workshop and related activities, and weekly seminars. Note: Completion of all Mason Core and program coursework, and acceptance into Student Teaching are required. PHED 415 must be completed within 5 years of PHED 202.

Course Overview

This is the capstone course in the physical education teacher preparation program. This course meets the Mason Core Capstone Experience requirement. Capstone courses strive to expand students' ability to master new content, think critically, and develop life-long learning skills across the disciplines. Students will successfully complete a student teaching internship first at the elementary (8 weeks) and then at the secondary level (8 weeks). The seminars are designed to discuss relevant and current issues such as classroom management, impact on student learning, teaching strategies, and interviewing skills.

Course Delivery Method

This course will be delivered online using a synchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on the first day of the semester.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face

class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

To get a list of supported operation systems on different devices see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week:
The online synchronous seminar will meet on M/4:30-7:10pm on the dates on the Class Schedule section of this syllabus.
- Log-in Frequency:
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 4 times (M-Th) per week.
- Participation:
Students are expected to actively engage in the class meetings throughout the semester.
- Technical Competence:
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

- Technical Issues:
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:
Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

1. Teach with total authority (under the supervision of a state licensed cooperating teacher) all aspects of a health and physical education program over a period of 8 weeks each at the elementary and secondary level. Mason requires 300 student teaching hours, including 150 hours of direct instruction.
2. Demonstrate content knowledge and skills in health and physical education.
3. Incorporate social-emotional learning and literacy into the content when appropriate.
4. Develop and communicate daily lesson plans to meet the needs of diverse student populations. Write a unit plan at each placement level. The unit plan will include lesson plans in the Mason format.
5. Develop and use a variety of authentic assessment methods based on the standards.
6. Utilize technology tools to facilitate student learning (e.g., heart rate monitors).
7. Consult with Collaborative Learning Teams, resources and stakeholders to identify and apply appropriate classroom management strategies.
8. Self-evaluate teaching through bi-weekly progress reports, videotape analyses, reflections and other assignments.
9. Adhere to learner behaviors and rights regarding equity, confidentiality, safety and mutual respect. Identify and report unique situations and/or concerning behaviors to mentor teacher.
10. Attend, participate and reflect on department meetings, school district meetings and state conventions as professional development activities.

11. Establish productive partnerships with school staff, colleagues and families. Identify and apply ways to become an advocate for self, school and community.

Professional Standards

Upon completion of this course, students will have met the following professional standards:

SHAPE America National Standards for Initial Physical Education Teacher Education

Standard 1: Content and Foundational Knowledge

Standard 2: Skillfulness and Health-Related Fitness

Standard 3: Planning and Implementation

Standard 4: Instructional Delivery and Management

Standard 5: Assessment of Student Learning

Standard 6: Professional Responsibility

Required Texts

Readings will be on Blackboard.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g. Blackboard, VIA, hard copy).

- **Assignments and Exams**

Assignments/Points (See Blackboard for description and requirements for each assignment)

1. Resume-Submit resume in the discussed format to be critiqued by Career Services (10)
 2. Video Analysis at the Elementary Level (10)
 3. Teacher Work Sample-Submit the plan (5)
 4. Teacher Work Sample -Assess student learning and document the effectiveness of your teaching (20)
 5. Collaborative Learning Team-Collaborate with other teachers to develop a teaching action plan that promotes an individual student's or a group of students' success and achievement (10)
 6. Mock Interview-Provide a written summary of a mock interview with the designated person at your school who interviews candidates for Health/Physical Education teaching positions (10)
 7. Portfolio – A representation of work to showcase skills and accomplishments (15)
 8. Final Presentation –The presentation will focus on student learning and the student teaching experience (20)
- TOTAL 100 Points

- **Other Requirements**

1. Student teaching at the elementary and secondary level.
2. Attendance and participation at seminars.

Students are expected to abide by the policies and rules of their placement schools.

Seminar attendance, active participation in class discussions, and successful completion of all assignments are mandatory.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/> .