

Part II – Department of Health Sciences

**Northern Arizona University
College of Health Professions
Department of Health Promotion
“Promoting healthy and active lifestyles”**

**ECI 495C, Section 7
Student Teaching Capstone Experience in Health & Physical Education
Course #: 5100
Fall 2007
12 Credit Hours**

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Course Website:
<http://jan.ucc.nau.edu/~sep28/Palmer/hpestudentteaching/index.html>

Course Prerequisites:
Completion of all major coursework, acceptance to the student teaching program at NAU and advisor approval.

Course Description:
The school Health Sciences capstone experience. Directed teaching in elementary and secondary schools and content areas; directed and cooperative preparation, teaching, and evaluation; conferences on the theories, issues, and practices in cooperation with the classroom teacher and university supervisor.

Student Learning Outcomes (Objectives):

- Design and plan lessons appropriately based on national HE/PE standards for the specific grades taught and on assessment of students' prior skills/knowledge.
- Implement lessons incorporating appropriate management strategies.
- Create and maintain a positive learning environment.
- Implement and manage lessons that incorporate strategies for students to develop personal and social responsibility.
- Demonstrate professional conduct
- Demonstrate content knowledge while designing, planning and implementing lessons.
- Assesses learning via formative and summative assessments, communicates results to students and maintains appropriate records.
- Develop a professional teaching portfolio that illustrates experiences and work throughout the student teaching experience following specific guidelines provided.
- Develop and maintain a student teaching notebook following guidelines provided that is presented to the university supervisor on each visit.
- Represent oneself professionally during a mock interview and receive feedback based on performance.

NASPE Standards Assessed/Demonstrated

1.4 - Describe and apply bioscience (anatomical, physiological, biomechanical) and psychological concepts to skillful movement, physical activity, and fitness.

1.6 - Demonstrate knowledge of approved state and national content standards, and local program goals.

2.1 - Monitor individual and group performance in order to design safe instruction that meets student developmental needs in the physical, cognitive, and socio/emotional domains.

2.2 - Understand the biological, psychological, sociological, experiential, and environmental factors (e.g. neurological development, physique, gender, socio - economic status) that influence developmental readiness to learn and refine movement skills

2.3 - Identify, select, and implement appropriate learning/practice opportunities based on understanding the student, the learning environment, and the task.

3.2 - Use appropriate strategies, services, and resources to meet diverse learning needs.

4.1 - Use managerial routines that create smoothly functioning learning experiences.

4.2 - Organize, allocate, and manage resources (e.g., students, time, space, equipment, activities, and teacher attention) to provide active and equitable learning experiences.

4.3 - Use a variety of developmentally appropriate practices (e.g. content selection, instructional formats, use of music, appropriate incentive/rewards) to motivate school age students to participate in physical activity inside and outside of the school.

- 4.4 - Use strategies to help students demonstrate responsible personal and social behaviors (e.g., mutual respect, support for others, safety, cooperation) that promote positive relationships and a productive learning environment.
- 5.1 - Describe and demonstrate effective communication skills (e.g., use of language, clarity, conciseness, pacing, giving and receiving feedback, age appropriate language, non - verbal communication).
- 5.2 - Communicate managerial and instructional information in a variety of ways (e.g., bulletin boards, music, task cards, posters, Internet, video).
- 5.3 - Communicate in ways that demonstrate sensitivity to all students (e.g., considerate of ethnic, cultural, socioeconomic, ability, gender differences).
- 5.4 - Describe and implement strategies to enhance communication among students in physical activity settings.
- 6.1 - Identify, develop, and implement appropriate program and instructional goals.
- 6.1 - Develop a repertoire of direct and indirect instructional formats to facilitate student learning (e.g., ask questions, pose scenarios, facilitate factual recall, promote problem solving, critical thinking).
- 6.2 - Develop short and long - term plans that are linked to both program and instructional goals, and student needs.
- 6.3 - Select and implement instructional strategies, based on selected content, student needs, and safety issues, to facilitate learning in the physical activity setting.
- 6.4 - Design and implement learning experiences that are safe, appropriate, relevant, and based on principles of effective instruction.
- 6.5 - Apply disciplinary and pedagogical knowledge in developing and implementing effective learning environments and experiences.
- 6.6 - Provide learning experiences that allow students to integrate knowledge and skills from multiple subject areas.
- 6.7 - Select and implement appropriate (i.e., comprehensive, accurate, useful, and safe) teaching resources and curriculum materials.
- 6.8 - Use effective demonstrations and explanations to link physical activity concepts to appropriate learning experiences.
- 6.9 - Develop and use appropriate instructional cues and prompts to facilitate competent motor skill performance.
- 7.2 - Use a variety of appropriate authentic and traditional assessment techniques to assess student performance, provide feedback, and communicate student progress (i.e., for both formative and summative purposes).
- 7.3 - Involve students in self and peer assessment.
- 7.4 - Interpret and use performance data to inform curricular and instructional decisions.
- 8.2 - Use available resources (e.g., colleagues, literature, professional associations) to develop as a reflective professional.

8.3 - Construct a plan for continued professional growth based on the assessment of personal teaching performance.

9.1 - Demonstrate knowledge of current technologies and their application to physical education.

9.2 - Design, develop, and implement student learning activities that integrate information technology.

9.3 - Use technologies to communicate, network, locate resources, and enhance continuing professional development.

10.3 - Identify and seek community resources to enhance physical activity opportunities.

10.4 - Establish productive relationships with parents/guardians and school colleagues, to support student growth and well being.

Course Structure/Approach:

The purpose of this course is to provide an opportunity for students to practice and incorporate skills needed to become a competent 1st year teacher.

- Students will intern with a cooperating teacher at the secondary and elementary level (or two secondary level schools) for a minimum of eight weeks each.
- Cooperating teachers provide students with feedback and the opportunity to teach and develop units of instruction.
- Supervisors from the university will observe students throughout the semester to advise and support the student teachers efforts.
- Students will attend scheduled student teacher seminars at the University.

Textbook and Required Materials:

3-Ring Binder (2 inch), index dividers, and sheet protectors to develop portfolio.

Professional teaching attire (clean, neat, appropriate, no visible body jewelry/tattoos).

Health & Physical Education Student Teaching Handbook (must be purchased prior to or during the Student Teaching Orientation – YOU DO NOT NEED TO PURCHASE THE CEE HANDBOOK)

Recommended Resources:

- Fronske, H. (1997). Teaching Cues for Sport Skills. Boston: Allyn and Bacon.
- Graham, G. (2001). Teaching Children Physical Education: Becoming a Master Teacher (Second Edition ed.). Champaign, IL: Human Kinetics.
- Graham, G., Holt/Hale, S., & Parker, M. (1998). Children Moving: A Reflective Approach to Teaching Physical Education (Fourth ed.). Mountain View, CA: Mayfield.
- Rink, J. E. (1998). Teaching Physical Education for Learning (3rd ed.). Boston: McGraw-Hill.
- Siedentop, D., & Tannehill, D. (2000). Developing Teaching Skills in Physical Education (Fourth ed.). Mountain View, CA: Mayfield.
- Meeks, Heit, & Page (1996) Comprehensive School Health Education: Totally Awesome Strategies for Teaching Health (2nd ed.). Blacklick, OH: Meeks Heit.
- Meeks, Heit, & Page (1995). Drugs, Alcohol, and Tobacco: Totally Awesome Strategies for Teaching Health. Blacklick, OH: Meeks Heit.
- Jackson, T. (1995). Activities that Teach. Cedar City, UT: Red Rock.

Course Outline

See the calendar in the Health and Physical Education Student Teaching Handbook

Assessment of Student Learning:**Professional Teaching Performance**

There are specific outcomes that must be met regarding teaching performance (how you perform in a school working with students, parents and other educational professionals). These objectives and standards are outlined on the teaching evaluation forms. These forms are completed by the cooperating teacher and the student teacher at the midpoint and end of each placement, and by the university supervisor at the end of each placement. All competencies must be met (meets expectations) in order to receive a passing mark for professional teaching performance. For a more detailed time line of assessment, see the Health and Physical Education Student Teaching Handbook.

Professional Teaching Portfolio (Professional Growth)

The student is required to develop an extensive portfolio (showcased in a 3-ring binder and also in electronic format using TaskStream) that illustrates their experiences and work throughout the student teaching semester. Included in the portfolio are their resume, letters of recommendations, parent letters, lesson and unit plans, sample handouts, student work examples, assessments, and a picture gallery. All criteria must be met in order to receive a passing mark for the portfolio. The portfolio developed in HS 425 was intended to be the same as that updated, polished, and completed during student teaching. The guidelines for this portfolio are intended to showcase your work in a job interview. For a more detailed time line and expectations of the professional portfolio, see the Health and Physical Education Student Teaching Handbook.

Teaching Resource Notebook (Lesson Plans & Teaching Resources)

The student is required to maintain a teaching binder during each 8-week placement of the student teaching experience. This is a working notebook to store all teaching related materials that you use on a daily/weekly basis. Items included in this notebook are your daily schedule, class lists, block plan/scope & sequence, and all lesson plans for lessons you teach either part or whole. **This notebook must be accessible every day, and should accompany you to each class you teach.** On each visit by the university supervisor, this notebook must be presented to the supervisor. All criteria must be met in order to receive a passing mark for the student teaching notebook. For a more detailed time line of the teaching binder, see the Health and Physical Education Student Teaching Handbook.

Grading System:

The student must receive passing marks in all three areas (professional teaching performance, professional portfolio, and teaching binder) in order to pass student teaching. Additional time may be required of students in order for them to meet specific objectives/criteria for each of the three required areas. For a more detailed time line of grading, see the Health and Physical Education Student Teaching Handbook.

Course Policy:

Everyone is expected to...

1. Be prompt, participate fully, and be prepared for the activities of the day.
2. Type all assignments, which are to be turned in, except where otherwise noted.
3. Submit original work. Plagiarism of copy-written materials and/or work will not be tolerated. Students who commit academic dishonesty will not receive credit for the assignment and possibly for the class.
4. Demonstrate professional conduct at NAU and at K-12 schools.

Any student who does not meet pre-requisites, and/or is absent from the first week of class will be dropped from the course.

University-Wide Policies:

Policies consistent with all classes in the university can be found on the WWW at:

<http://jan.ucc.nau.edu/academicadmin/policy1.html>