College of Charleston  
EDFS 460-PE1 Clinical Practice in Physical Education  
Fall 2012 12 Semester Credit Hours

**Time and Place:**  
Orientation: Aug. 20 8:30-1:00 &  
Aug. 21, 12:30-5:00 PM, EHHP Alumni Center

First meeting: Aug. 21, 3:15-4:15 PM Alumni Center  
All other weekly meetings will take place on Mondays’ at 4:00 in Silcox 3rd floor Conference room

**Instructor & Email:**  
Ms. Jane Berrier,  jeberrier@hotmail.com

**Office Hours:**  
Mon. 3:30-4:00 PM, or by appointment

**Office:**  
Conference Room 3rd floor, Silcox Physical Education and Health Center

**Phone:**  
Cell: 843/ 709-6850, Home 843-571-7651, Fax at CofC 843/ 953-6757

**Prerequisites:**  
Admission to the teacher education program and completion of required PEHD 452/457 and EDFS 326 course work.

**Grading:**  
Pass/Fail: P = Competent  
F = Unsatisfactory/Failing

**Course Description:**  
A course designed for teacher candidates seeking PK-12 program certification in the field of physical education. During Clinical Practice Interns are placed in a public school setting for intensive and continuous involvement within the context of the total instructional process for at least 70 full days (14 weeks). Sessions prior to the beginning of Clinical Practice and weekly on-campus seminars each Monday afternoon once Clinical Practice has begun are also required to discuss curriculum, planning and for training in the ADEPT process.

**Course Text Materials:**  
South Carolina Physical Education Curriculum Standards (2000) at the SCDE Website:  

**EHHP Mission:**  
The Mission of the School of Education, Health, and Human Performance at the College of Charleston is the development of educators and health professionals who will lead a diverse community of learners toward an understanding of and active participation in a highly complex world.

**Course Objectives:**  
Prior to being given specific teaching assignments, the clinical practice intern will: [EHHP T&LS I-VII]  
1. list and discuss the basic steps in curriculum development in physical education at the elementary and secondary school levels,  
2. develop a long-range plan to fit the planning schedule and curriculum design used at his/her assigned school, and  
3. develop practice lesson plans containing appropriate lesson objectives, instructional methods, which
address each objective listed and appropriate technique for assessing each objective,

**When the clinical practice intern is given a teaching assignment and then given full control of the teaching environment by the cooperating teacher, the intern will:**

4. apply on a daily basis, principles of learning and knowledge of developmental characteristics of learners;
5. organize subject matter, plan for a variety of group sizes and learning modalities, content, and activities into effective units of instruction and lesson plans;
6. select and use appropriate strategies for class management;
7. demonstrate interpersonal skills in communication with peers, parents, and administrators;
8. apply principles of evaluation to objectives used;
9. demonstrate the ability to individualize instruction for students; and
10. use media resources and technology in the teaching setting while maintaining full teaching responsibility for a minimum of six weeks or at least 70 full days.

**Requirements:** The Clinical Practice Intern is required to:
1. submit a long-range plan designed to be used in his/her cooperating school,
2. abide by all the responsibilities and requirements listed in the most recent copy of the College of Charleston Clinical Practice Handbook;
3. submit an Electronic Portfolio using Live Text (addressing all assigned components)
4. submit (short range) daily lesson plans for classes taught;
5. engage in case study discussion as per assigned topics and dates;
6. keep a journal (log) of activities and situations encountered while observing or teaching;
7. submit a list of all activities in which he/she participates outside the physical education class which contribute to his/her development as a teacher (ADEPT-APS 10);
8. Teach at least one observed lesson using technology as an instructional tool; and
9. Complete a Candidate Work Sample project as outlined in Clinical Practice Handbook.

**Description of Projects:**
1. **Long Range Plan:** The long-range plan is a requirement of your ADEPT evaluation. The long-range plan must cover the school semester in which the 14-week period of your clinical practice experience takes place. The long-range plan must include all physical education classes and topics which you would be teaching if you were teaching for the entire semester. Your Long-Range plan will be based on the plan of the school to which you are assigned. You should utilize any information your cooperating teacher can provide (departmental plan including goals, objectives, rules, grading, etc.; departmental and school policies; and any available information on student interests and equipment available). You are expected to make your own long-range plan. You are not to simply copy the long-range plan of your cooperating teacher. What you put in your long-range plan must be approved by your cooperating teacher. In other words, don't plan anything you will not be allowed to do or teach. Also, make use of resources such as the South Carolina Physical Education Curriculum Guide. Make sure that your plan includes how and with what you will evaluate your students and how you will determine grades you will give. Your ADEPT folder includes the criteria that must be included in the long-range plans. You should follow the format of the sample when preparing your long-range plan. The plan must be typed. Be creative and make use of the computer by cutting and pasting pictures and diagrams into your plan to enhance its appearance. **Due date: First draft 9/10/12 and the Final copy 9/24/2012.**

2. **Clinical Practice Handbook:** Make sure you have, and have reviewed a copy.

3. **Electronic Portfolio:** Interns are required to use a Live Text portfolio builder template to update their professional teaching portfolio. Items to be attached/included and/or updated in the portfolio are: Introduction Page, Resume; Philosophical Statement (see rubric for statement contents); ETC1/UAP-3: Long Range Plan, Two Lesson Plans W/ reflections, Two reflective logs from week four of CP, an artifact of student work (study sheet, handouts, etc);
ETC2/UAP-3: One Lesson Plan W/reflection from week seven, ADEPT evaluations 2 and 4, Candidate Work Sample results, Two Case Studies, Lesson Plan showing use of technology; ETC3/UAP-3: Sample communications with parents/other teachers/CT; Updated Self-Survey from PEHD 452, AAHPERD & PTA other school related activity write-ups, rationale for joining, listing of professional activities (ADEPT APS 10). In **Other Possibilities:**
Multicultural assignment and article review under diversity section from PEHD 452. **In the Technology Section:** Include one assignment from EDFS 326 and an updated statement about your experience working with diverse learners
during PEHD 457. Information format: Semester and year, course number followed by rationale for selection, followed by name of the artifact at the end of the rationale, and artifact attachments. Sections of the portfolio should be completed as outlined on the course calendar. **Put Dr. Lewis on your portfolio as a REVIEWER.**

4. **Short Range Plans:** Short-range plans (daily lesson plans) are a requirement of your ADEPT evaluation. Short-range plans are to be made for all classes, which you know ahead of time that you are to teach. (If your cooperating teacher tells you shortly before a class that he/she would like for you to teach that class, it is expected that you would use the cooperating teacher's plan.) Once the cooperating teacher turns the class over to you, you are expected to have lesson plans for all future classes. **Have all of your lesson plans for a week in advance.** When the college supervisor visits you for observations, you must have a lesson plan available for her review prior to the observation. You should review the criteria in your ADEPT folder to make sure that you include these in your lesson plans. Since your cooperating teacher will be evaluating your lesson plans, you are to ask him/her which format he/she prefers. **Copies of short-range plans are to be turned in during each Monday seminar class.**

5. **Case studies:** At the end of each week of clinical practice, the clinical practice intern is expected to engage in a case study discussion on an incident which occurred during that week. Case studies will generally involve observations of students such as learning patterns (successes and failures), behavioral problems, disabilities, relationships with other students and/or the teacher, etc. However, case studies can also involve a variety of other topics such as general or specific problems resulting from lack of equipment, space, and time or problems caused by student attitude, cooperating teacher attitude, other physical education teachers or teachers in general, or administrative attitude. Of course, problems are not the only source of case studies. Some of the above can also be responsible for particularly good things happening during the teaching experience and these should be noted and discussed as case studies. The case study discussion should address (I) who and what was involved; (II) what problem or benefit resulted; (III) what action was taken as a result of the incident; (IV) the clinical practice intern should give his/her opinion of the action taken and whether he/she would have acted differently (or could have acted differently); (V) and why. If no action resulted, the intern should talk about what he/she feels should have been done if needed. Discussion in class will focus on the action taken or suggested actions by the intern and on what can be done, if anything, to prevent negative occurrences from reoccurring or to enhance the likelihood that positive occurrences will continue.

6. **Daily Journal/Logs:** Beginning August 22, the candidate will keep a daily journal of his/her clinical practice activities. The journal should outline in general what the intern did during the day from the time the day started with "Arrived at _______" until the day ended with "Left school at ________." The intern should make specific comments about any incidences that were notable. For example having to deal with a behavioral or disciplinary problem, receiving feedback from the cooperating teacher, attending departmental or faculty meetings, etc. Journal entries should be typed. Begin each day on a new page. Your name and the date should appear at the beginning of each day's entry. Journal entries will be collected during class by the college supervisor, and reviewed by the college supervisor.

7. **Candidate Work Sample:** During the course of your Clinical Practice Internship you will undertake and complete a project to document and record your effectiveness in promoting student achievement. The project should assess your effectiveness on student learning in one area of the program during your 14 weeks of Clinical Practice. You will select a topic, select an assessment tool(s), collect pre-test and post-test data, and analyze the data on your students. The first draft and final written assignment due dates are outlined in the course calendar.
Criteria for Evaluation:
Evaluation by South Carolina State Law, the clinical practice intern will be evaluated on the following:

1. ADEPT
   a. Long Range Plan and communications with parent materials (10%)
   b. ADEPT Performance Standard Evaluation, APS 1-10 (10%) at least one of the lesson evaluated
      **MUST INCLUDE THE USE OF TECHNOLOGY AS AN INSTRUCTIONAL COMPONENT** that is designed, developed, and/or implement for student learning.
   c. Evaluation of Professional Behavior (10%) for b and c, the intern is to be observed daily by the cooperating teacher and at least 4 times by the college supervisor. Each cooperating teacher is to make at least four formal evaluations and the College Supervisor is to make at least four formal observations. (Some observations may be spot checks which focus on specific ADEPT criteria.)

2. AAHPERD Professional Membership (5%), Intern must show proof of or an application to become a member by September 17th. Each class meeting beyond the due date this information is not presented your final grade will be reduced five (5) points each class.

3. Cooperating teachers' overall assessment and recommendation (20%);
4. College supervisors' overall assessment and recommendation (20%);
5. Completion of the Candidate Work Sample. Final/Revised write-up due November th (15%)
6. Intern E-Portfolio (Including all information as outlined for ETC/UAP areas (10%).

Grading: Pass/Fail: P = Competent Recommended for Certification
F = Unsatisfactory/Failing Not Recommended for Certification

Scale:
100% - 85% = Passing 84% – 0% = Failing

Attendance: You have one unexcused cut from the seminar classes for the semester. Otherwise, you are expected to be in class every day and you are expected to be prepared and ready to participate. (Absences beyond your control are given consideration.) You have no excused or unexcused absences for Clinical Practice. State law requires you to complete 70 days of internship in clinical practice. If you miss a day, it must be made up prior to the end of the semester. If missed days cannot be made up by the end of the semester, you may extend your Clinical Practice period into the following semester. Missing days and not making them up is a violation of the College of Charleston Honor Code and can result in your not being recommended for certification.

If you must miss a day of Clinical Practice the following action should be taken:
1. Call your Cooperating Teacher at home, school or by cell
2. Call Ms. Berrier, if no answer leave a message
3. Upon returning to school immediately schedule a make-up day with the CT

Make-ups and Make-up work is allowed at the discretion of the College supervisor. Only extenuating circumstances warrant a make-up. It is the student's responsibility to see the College supervisor if he/she has missed any work. Contact with the College supervisor must be timely--as soon as you return to school after an absence or during an absence, if possible.

Extra Credit: Extra credit work is not given for any reason at any time.

Honor System: See the most current edition of the Student Handbook (Academic Honor System).

DISABILITY STATEMENTS IN SYLLABI:
- If there is a student in this class who has a documented disability and has been approved to receive accommodations through the Center for Disability Services (CDS), please feel free to come and discuss this with me during my office hours.
EDFS 460-PE1 Course Outline Fall 2012
Clinical Practice in Physical Education

Course Content:
Learning activities: The process of the clinical practice experience serves as the learning activity for this period. In addition to the responsibilities listed in the College of Charleston Clinical Practice Handbook, the following should be used as a guide for the clinical practice intern and cooperating teacher:

Pattern of Learning Experiences:
1. Observation and planning period: This period consists of the clinical practice intern (CPI) observing the students in the physical education setting for the purpose of familiarizing the CPI with the students, their behavior, their learning characteristics, and the methods of teaching used by the cooperating teacher.

2. Teaching Assistant Period: During this period, the CPI should be gradually given more and more responsibility in working with the students. Responsibilities would begin with assisting the cooperating teacher in presentation of a specific lesson to a specific class and gradually increasing the responsibilities over the two week period until the CPI is ready to take responsibility for all classes. The rate of increase in responsibility given to the CPI is based on the cooperating teacher's judgment of the CPI's ability to assume such responsibility. It is expected that the cooperating teacher will be physically present during this assistant period.

3. Full Teaching Period: For the next six weeks of the CPI's experience, it is expected that the CPI will be given full responsibility for teaching the cooperating teacher's classes. (This is the minimum required.) Again, the cooperating teacher is responsible for making the judgment as to whether or not a CPI is given full responsibility for teaching at this time. The cooperating teacher is not expected to be physically present during this entire time.

4. Phase-back period: This is the final 2-3 weeks of clinical practice when the CPI gradually gives control of the class back to the CT and begins to observe beyond the cooperating teacher's classroom.

Date: August 21
A. Seminar Organization and Overview
B. Welcome-contact information-contact information
C. Discussion and review of Long Range Plan. Interns begin collection of demographic data on students at assigned school; interns draft long range planning models for an assigned level (elementary, middle, or high) If not time today, will be done on initial visit to school.

Date: August 27
A. Policy and Procedures for Clinical Interns
B. Syllabus Overview
C. E-Portfolio overview for Live Text
D. ADEPT Performance Standards 4-9 Overview
   a. Establishing/Maintaining High Expectations
   b. Using Instructional Strategies
   c. Providing Content
   d. Monitoring and Enhancing Learning
   e. Maintaining an Environment that Promotes Learning
   f. Managing the Classroom
E. Paper Work and Case Study discussion
F. Discuss Technology Lesson
G. Candidate Work Sample Project: Student Assessment must be displayed and result used in lessons
H. E-Portfolio Introduction page update due
Date: September 3
A. NO CLASS, LABOR DAY HOLIDAY
B. E-Portfolio Resume update due.

Date: September 10
A. Review Curriculum Development-Selecting Activities and Organizing Instructional Units for Scope, Sequence and Depth.
B. Case study #1 is due (It should deal with short range {daily} planning)
C. First draft of your Long-Range Plan is due

Date: September 17
A. Review Candidate Work Sample assignment
B. Case study #2 is due (Students with disabilities)
C. E-Portfolio Philosophical Statement update due
D. Proof of AAHPERD Membership due
E. Curriculum Development-How to develop a Year-long Curriculum Plan

Date: September 24
A. Case study #3 is due (Student Assessment Techniques)
B. Discuss PLT Assessment, Candidate Work Sample, and teaching reflections
C. Final copy of the Long Range Plan is due

Date: October 1
A. Case study #4 is due (Behavior Management)
B. Communications with parent materials (copy of letters) due
C. First draft of the Candidate Work Sample (Class discussion and review) is due
D. Teaching reflections

Date: October 8
A. Case studies #5 (Student Motivation) and #6 (Working with Parents) are due
B. Teaching reflections

Date: October 15   No Class, Fall Break Holiday

Date: October 22
A. Case study #7 (Transitions: Time/Equipment) is due
B. Teaching reflections

Date: October 29
A. Case study #8 (Student Diversity {race, age, gender concerns}) is due
B. Discussion of ADEPT – PD 10 (Professional Activities), and teaching reflections

Date: November 5
A. Discussion – Teaching reflections, Observation beyond their class, and phase back activities
B. Discussion of ADEPT – PD 10 (Professional Activities)
C. Final Copy of Candidate Work Sample Due

Date: November 12   NO CLASS –Resume Session 3:00-6:00pm on Wed. 14
A. Written Case Studies due: submit by e-mail to Ms. Berrier
Date: November 19
A. Exit interviews
B. Completion of any outstanding assignments
C. All Cooperating Teacher Evaluation Materials are due
D. ADEPT Performance Dimension 10 is due

Date: November 26
NO CLASS- Professional Development on Wednesday 8:30-4:30pm
Final Copy (All sections) of Electronic Portfolio should be complete and posted