College of Charleston
EDFS 460-PE1 Clinical Practice in Physical Education
Spring 2010 12 Semester Credit Hours

Time and Place: Jan 11th Orientation, 12:00 -4:00 PM, Stern Center Ballroom
Tuesday Class meetings: January 19th and February 16th
Date TBD Teacher Career Fair, 3:30-5:00 PM, Stern Center Ballroom
All other weekly meetings will be at 4:00 PM in PCTR 307

Instructor & Email: Andrew H. Lewis. Ph.D., lewisa@cofc.edu

Office Hours: Mon. & Wed. 10:00-11:00 AM, or by appointment

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Phone: Office - 843/953-8250; Cell - 843/810-0482; Fax - 843/953-6757

Prerequisites: Admission to the Physical Education teacher certification program and completion of all required PEHD 452/457 and EDFS course work.

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

Course Description:
A course designed for teacher candidates seeking P-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:

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:
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 maintain full teaching responsibility for a minimum of six weeks.

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 (addressing all assigned components) using Live text
4. submit (short range) daily lesson plans for all classes taught;
5. submit case studies as per assigned dates (total of eight);
6. keep a daily 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. submit selected task assignment as outlined in the proposed course outline.
9. Teach at least one observed lesson using technology as an instructional tool; and
10. Complete a Candidate Work Sample with write-up as outlined in description of projects.

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:** Monday, January 25, 2010.

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

3. **Electronic Portfolio:** Interns are required to use the 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: Picture of Bulletin Board, One Lesson Plan W/reflection from week seven, ADEPT evaluations 2 and 4, Candidate work sample, Two Case Studies, Task assignments numbers 7 & 12, Lesson Plan showing use of technology; ETC3/UAP-3: Sample communications with parents/other teacher/CT; Self-Survey from PEHD 452, AAHPERD & PTA other school related activity write-ups, rational form joining, listing of professional activities as per APS 10. In **Other Possibilities:** Multicultural assignment and article review under diversity section from PEHD 452. In the **Technology Section:** Include one assignment from EDFD 326 and an updated statement about your experience working with diverse learners. Information format: Semester and year, course number followed by rational for selection, followed by name of the artifact at the end of the rational, and artifact attachments. Sections of the portfolio should be completed as outlined on the course calendar. **Due date:** Monday, April 19th.
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. **It is advisable to have all of your lesson plans for a week in advance.** When the college supervisor visits you for observation, you must have a lesson plan available for his review prior to the observation. Copies of daily lesson plans will become part of your portfolio. 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 write a case study 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 must include (i) who or what was involved; (ii) what problem or benefit resulted; and (iii) what action was taken as a result of the incident. 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) and why. If no action resulted, the intern should include what he/she feels should have been done. Case studies will be discussed when we meet as a class. 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. Write your first case study at the end of your fourth week (for the week of Feb. 1-5th to be discussed in class on Feb. 8th). Case studies must be typed and no more than one page in length. Please be sure to include your name and the date (corresponding to the end of the week which the case study covers) at the top of each page. Case studies should be written immediately at the end of the week. They will be collected at the next class meeting.

6. **Daily Journal/Log:** Beginning January 12, 2010, 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 and make entries in a loose-leaf notebook. Your name and the date should appear at the beginning of each day's entry. Journal entries will be collected during classes or on visits by the college supervisor, reviewed by the college supervisor, and placed in the intern's notebook.

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 Unit 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. Performance Standard Evaluation, APS 1-10 (10%) at least one of the six lessons evaluated by
the College Supervisor MUST INCLUDE THE USE OF TECHNOLOGY AS A
INSTRUCTIONAL COMPONENT that is designed, developed, and implemented for
student learning.

c. Professional Behavior - Dispositions (10%) for b and c, the candidate is to be observed daily by
the Cooperating Teachers and at least 4 times by the College Supervisor. At least three of the
observations must be for the entire class period. Cooperating Teacher are to make at least one
complete evaluation and the college supervisor are to make at least one complete observation.
Some observations may be spot checks which focus on a specific ADEPT criteria.

2. AAHPERD Professional Membership (5%), You must show proof of or an application to become a
member by February 8th. Each class meeting beyond the due date this information is not
presented your final grade will be reduced 5%.

3. Cooperating teachers' overall assessment and recommendation (20%);
4. College supervisors' overall assessment and recommendation (20%);
5. Completion of the Candidate work sample. Final write-up due April 12th. (15%)  
6. Intern E-Portfolio addressing all assignments outlined in the description of projects section (10%).

**Grading:**

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<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>P</td>
<td>Competent</td>
</tr>
<tr>
<td>F</td>
<td>Unsatisfactory/Failing</td>
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**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 Dr. Lewis, if no answer leave a message
3. Upon returning to school immediately schedule a make-up day with the CT

**Make-ups:** Make-up work is allowed at the discretion of the professor. Only extenuating circumstances
warrant a make-up. It is the intern's responsibility to see the instructor if he/she has missed any work.
Contact with the professor 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 Center for Disability Services (CDS), please feel free to come and
discuss this with me during my office hours.
EDFS 460 – PE1
Proposed Course Outline Spring 2010
Clinical Practice in Physical Education

Course Content: Date:  Monday, January 11 at 2:50 pm
A. Seminar Organization and Overview
B. Syllabus Overview
C. Information Items needed and Task Assignment discussion
D. Discussion of Professional Behavior - Dispositions

Date: January 18
A. NO CLASS DR. MARTIN LUTHER KING JR. HOLIDAY

Date: Tuesday, January 19
A. Policy and Procedures for Clinical Interns
B. Portfolio overview for Live Text
C. ADEPT Performance Standards 2-9
D. Step-By-Step process for the Long Range Plan

Date: January 25
A. Discussion on application of curricula to various scheduling formats at elementary, middle, and high schools
B. Discuss Long Range Plans progress
C. Step-By-Step process of Candidate Work Sample

Date: February 1 *
A. Curriculum Development – Developing Program Objectives Based on Student needs
   How do you incorporate student characteristics into your Long-range plan?
B. Long-Range Plan due
C. Praxis II and PLT discussion

Date: February 8 *
A. Credential File Seminar 3:30 – 5:00 p.m. Stern Center Ballroom
   Interns must leave their assigned schools early in order to be on time for this seminar.
B. Class starts at 5:15 PM
C. AAHPERD Membership validation due
D. Task #1 Assignment due
E. Draft information on Candidate Work Sample is due (Should include: Your topic and Project design {how you will select evaluation tool(s), methods used to collect and analyze data}.

Date: Tuesday - February 15 *
A. Assessment: ADEPT Evaluation process
B. Case study #1 is due (It should deal with short rang {daily} planning)
C. Task #4: Assignment due
E. E-Portfolio Philosophical Statement update due

Date: February 22 * and February 25 at 4:00 p.m. in J204 (Lecture)
A. Curriculum Development-Developing A Year-long Curriculum Plan
B. Case study # 2 is due (Student Assessment Techniques)
C. E-Portfolio contents discussion
D. Discuss PLT Assessment

Date: March 1 **
A. Case study #3 is due (Should address Diversity of students and its impact)
B. Task #10 Assignment steps 1-3 due
C. E-Portfolio evaluation of updated sections: Introduction Page, Resume, and Long Range Plan due
D. Candidate Work Sample (first draft due)

**Date:** March 8 *
A. **Teacher Career Fair 3:30 – 5:00 p.m. Stern Center Ballroom**
   Interns must leave their assigned schools early in order to be on time
B. Class starts at 5:15 PM
C. **Case study due: #4 (Behavior Management)**

**Date:** March 15
A. Professionalism and the importance of Advocacy
B. **Case study due: #5 (Student Motivation)**

**Dates:** March 22 *
A. Case studies due: #6 (Working with Parents) and #7 (Transitions: Time/Equipment)
B. **Task #7: Assignment due**
C. Discuss Live Text Assignments

**Date:** March 29
A. **Phase Back instruction begins**
B. Discussion of Clinical Practice experience in general
C. Discuss observations beyond the class

**Date:** April 5 *
NO CLASS - SPRING BREAK HOLIDAY

**Date:** April 12
A. **Case study #8 is due (Students with disabilities)**
B. **Task #12 Assignment steps 1-4 due (do this with APE students only)**
C. Short Range Planning--Unit Plans discussion
D. **Final copy of Candidate Work Sample due**

**Date:** April 19
A. Planning for your first job
B. Last day for all student teaching materials (portfolios and certification material) to be turned in
C. Check E-portfolios during class time

**Date:** April 26
A. Exit interviews will be scheduled during this week.
B. Completion of any outstanding assignments
D. All Cooperating Teaching Evaluation Materials will be due at the transition conference