Time and Place: Orientation: Jan.6, 8:30-4:30 with Mrs. Schwalbe
First meeting with supervisor: Jan. 6th during orientation: 3:00-4:30

Weekly seminar meetings will take place 4:00-5:45 PM Mondays except holidays or weeks Mrs.
Schwalbe meets with interns. (see schedule at end of syllabus) Seminars begin on Jan. 11th at CofC North
Campus. Room number TBD (expected to be Room 147)

Instructor & Email: Jane Berrier, jeberrier@hotmail.com, berrierje@cofc.edu

Office Hours: Mon. prior/after seminar or by appointment at your school

Office: Not on Campus

Phone: 843-709-6850 - Cell 843-571-7651- home

Prerequisites: Admission to the teacher education program and completion of required
PEHD 452/457 and EDFS 326 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 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 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:
http://www.scahperd.org/South_Carolina_PE_Standards.pdf and The S.C.ADEPT Manual (Online for
students to print before Orientation). Text suggested to assist you in planning: Children Moving (recent
Physical Education (recent edition.) by Harrison, J.M, Blakemore, C. L., & Buck, M.M.; Moving into the
Future (most recent ed.): and National Standards for Physical Education--A Guide to Content and
Assessment by NASPE.

Equipment: All PE equipment for internship is on site at schools.

Technology: Designated schools have individual Ipads for all students which are used during activity or for
recording fitness results. Interns use Livetext or PB works for maintaining an e-portfolio of their internship.

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 or PB Works (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. Be creative and make use of the computer by cutting and
pasting pictures and diagrams into your plan to enhance its appearance.
Due date: Feb. 1.

2. Clinical Practice E-Handbook: Make sure you have reviewed it!

3. Electronic Portfolio: Interns are required to use a Live Text or PB Works 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;
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. **Prepare 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 information to make sure that you include all items in your lesson plans. Since your cooperating teacher will be evaluating your lesson plans as well as your supervisor, **submit copies of lesson plans to both your cooperating teacher and supervisor electronically on Friday prior to the week they are to be taught.**

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 or 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. 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. **Interns will write up two case studies of their choice, submit to supervisor and post in portfolio.**

6. **Daily Journal/Logs:** Beginning the first day of class, 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 submitted to the college supervisor's email, reviewed by the college supervisor, and placed in the intern's portfolio.

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. **Candidate work sample is due March 28.**
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 membership by February 1. 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/Completed copy due March 28th (15%)
6. Intern E-Portfolio (Including all information as outlined for ETC/UAP areas (10%).

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

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

Attendance: You have one excused absence 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 your supervisor by cell phone, 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 Proposed Course Outline Spring 2013
Clinical Practice in Physical Education

Course Content:

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. Intern should be assisting.

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.

Class Meeting dates and assignment due dates:

Date: Jan. 6, 3:45-4:30 during Orientation: The Supervisor will meet you at CofC North
A. Welcome
B. Seminar Organization and Syllabus Overview
C. Begin collecting information for Long Range Plan
D. Update your introduction page in your portfolio by Monday 11th
Supervisor will meet with intern and co-operating teacher at schools on Jan. 7-8 or the first of next week.

Date: Jan. 11
Seminars are at North Campus on Mondays at 4:00
A. Policy and Procedures for Clinical Interns
B. Portfolio overview- send supervisor a link
C. Paper Work and Assignment discussion
D. Discuss Technology Lesson
E. Start Log
F. ADEPT Performance Standards 2-9 Overview
   1. Long Range Plan
   2. Planning instruction for the lesson
   3. Planning assessment in the lesson.
   4. Establishing/Maintaining High Expectations
   5. Using Instructional Strategies
   6. Providing Content
   7. Monitoring and Enhancing Learning
   8. Maintaining an Environment that Promotes Learning
   9. Managing the Classroom
   10. Fulfilling Professional Responsibilities
G. Discussion of Long Range Plan. Interns continue collection of demographic data on students, units, equipment, grading, procedures, etc. at assigned school.
H. Portfolio Introduction page update due

Date: Jan. 18
NO SEMINAR: MARTIN LUTHER KING HOLIDAY
A. Interns submit draft of Long Range Plan for assigned level (elementary, middle, or high) to supervisor’s email.
B. E-Portfolio Resume update due.

Date: Jan. 25
A. Discussion of the classes. Reflection on parts of classes taught as well as whole classes.
B. Discuss Curriculum Development-Development of your Year-Long Curriculum Plan
C. Review of Candidate Work Sample assignment
D. Case study #1 discussion (short range {daily} planning) and unit planning.
E. Case study #2 discussion (Student Assessment Techniques)

Date: Feb. 1
A. Discussion of teaching experiences/reflections
B. E-Portfolio Philosophical Statement update due
C. Proof of AAHPERD Membership due
D. Curriculum Development-Selecting Activities and Organizing Instructional Units for Scope, Sequence and Depth. Continued discussion on Candidate Work Sample.
B. Case study #3 discussion (Students with disabilities)
E. Long-Range Plan is due. Bring paper copy.
Date: Feb. 8
A. **First draft of the Candidate Work Sample is due.** Candidate Work Sample Project: Student Pre-Assessment must be included and results used in lessons. Continued discussion and review of Candidate Work Sample and Lessons. Email to supervisor.
B. **Case study #4 discussion (Behavior Management) along with interns from other subject areas.**

Date: Feb. 15
NO SEMINAR: PRESIDENT’S DAY HOLIDAY

Date: Feb. 22
A. **Case study #5 discussion (Student Motivation)**
B. **Case study #6 discussion (Transitions: Time/Equipment)**
C. Continued discussion and review of Candidate Work Sample and Lessons
D. Discussion of teaching reflections
E. **Communications with parent materials (copy of letters/pamphlet) due**

Date: Feb. 29 - NO SEMINAR

Date: Friday March 4 Professional Employment Expo with Mrs. Swalbe at North campus

Date: March 7 - NO SEMINAR
Midterm Week- Conferences to be held at schools with intern and cooperating teachers

Date: March 14
A. **Case study#7 discussion (Working with Parents)**
B. **Case Study #8 discussion (Working with other Teachers)**
C. Discussion of ADEPT – PD 10 (Professional Activities)
D. Discussion of teaching reflections, assessment, and CWS

Date: March 21
A. **Case Study #9 discussion (Student Diversity {race, age, gender concerns})**
B. **Case Study #10 discussion (Differences in students’ abilities & mixed grade/age classes)**
C. Discussions of Candidate Work Sample
D. Discussion of teaching reflections

Date: March 28
NO SEMINAR- CCSD, DCSD, and BCSD are on SPRING BREAK
A. **Final Copy of Candidate Work Sample due to supervisor by email.**

Date: April 4
A. **Two written Case Studies due: submit by e-mail to supervisor and post in portfolio**
B. **ADEPT Performance Dimension 10 is due: submit by e-mail to supervisor and post in Portfolio**
C. Discussion of setting up Observations beyond the Classroom
D. Discussion of teaching reflections

Date: April 11  NO SEMINAR
   A. Final Copy (All sections) of Electronic Portfolio complete and posted for grading by Dr. Lewis
   B. Friday April 15th Transition to the Profession Conference, all day at North Campus (Mrs. Swalbe)

Date: April 18 Seminar
   A. All Cooperating Teacher Evaluation Materials are due
   B. Observation discussion: line up with other classes, schools and other professionals
   C. Exit interviews

Week of April 25: Observations in other classes, schools and of other professionals completed!

April 28th- LAST DAY in schools: unless you have missed any days of school.

May 6 -EHHP Awards/ Pinning Ceremony
May 6/7 Commencement Ceremonies

*Assignment dates subject to change due to school closures or other unforeseen situations.