PEHD 452 Lab - 01 (1 credit)
Physical Education Field Experience for Middle/Secondary Schools

College of Charleston
Department of Health and Human Performance
Spring 2017
Fridays, 1:00 - 3:45 and/or alternative times at lab sites
Physical Education Center 111 (Silcox)
PEHD 452 Lab

Physical Education Field Experience for Middle/Secondary Schools
Co-requisite with PEHD 452
Pre-requisites: PEHD 235, 352, PRAXIS I scores (in all areas)
Use of OAKS is required but there is no required textbook.

Dr. Karen Hakim-Butt - course instructor

Hakimbuttkl@cofc.edu

I will reply to your email within 24 hours Monday - Friday (during normal business hours). If I do not reply in this time frame, please assume I did not receive your email and contact me again. Please manage your communications diligently and search for answers in the syllabus & in OAKS prior to emailing. Please include an appropriate subject and the course number.

Office: 209 Silcox

Office Hours:
Class Philosophy:
This lab is built on community. Each person’s objective is the same: to LEARN. This lab is designed to have you learn in a community with students and teachers in the local public schools, with your peers and with your course instructor. Therefore, each of you must make the commitment to approach our lab with a great attitude and a willingness to help each other learn. We are a community of learners, you can rely upon others for help and support when you need it. Let’s work together to make this lab a valuable learning experience and class for everyone!
Course Description, Goals and SLO’s

This course emphasizes planning for teaching and evaluating movement in middle/secondary school physical education. Focus is on constructing and implementing developmentally appropriate movement and fitness experiences. Candidates must complete 5 hours in a health education class, 15 hours in a middle school, and 10 hours in the high school environment.

There are four main goals for this class:

1. Analyze the teaching and learning context in the middle and high schools to obtain an understanding of the characteristic and needs of middle and high school students.
2. Choose / develop / implement appropriate curriculum and lessons planned for middle and high school physical education.
3. Use effective teaching and assessment skills for middle and high school education students.
4. Utilize and practice accurate and in-depth reflection of planning, instructing and assessing physical education teaching episodes.

Student Learning Outcomes:

1. Plan effective physical education curriculum & lessons for a middle / high school with well written objectives; developmentally appropriate activities; planning & organizing for safety and management; aligned with State and National standards; and valid and reliable assessment strategies.
2. Implement effective physical education lessons at the middle and high school levels with clarity; appropriate cues; logical progression throughout the lesson; effective transitions; maximum activity time; and appropriate management and communication.
3. Accurately reflect using in-depth thinking on the planning, teaching and assessment process using both qualitative and quantitative data collected live from the lesson and/or the video. Close the loop by using data from the teaching/video/reflection to discuss present and improved future instruction; evaluate psychomotor, cognitive and affective learning objectives; evaluate the performance of teaching based upon learners; responses and instructional skill criteria.
Professionalism

Teachers are role models for their students. You represent the College of Charleston; the School of Education, Health and Human Performance; the Department of Health and Human Performance; the Physical Education Teacher Education program; and your instructor. You are a guest in the schools and should therefore be professional at all times. Your appearance makes an impression which could affect your success as a teacher and in this lab. In the future, it may even affect your ability to get a job. In addition to the rules and requirements for this lab, you must also always follow the rules expected of you at your host school at all times, even when not teaching. Failure to appear and behave in a professional manner will result in being sent home immediately, being counted as absent, and a disposition letter being placed in your file at the College.

Acceptable: Clean shaven, well groomed hair, appropriate hygiene. Shirts should be polo or have a CofC logo, your host school logo, or one of our professional organizations such as Shape America. Golf/khaki type shorts or pants and/or appropriate coordinated sweat outfits are acceptable. Only athletic shoes, sneakers, running shoes are appropriate. You need to wear a watch (phone will not do).

Unacceptable: Do not wear hats in the gymnasium or classroom (outdoors is appropriate as long as the hat is appropriate). Do not chew gum, tobacco or anything else. Mobile phones must be silenced and may only be out and used for appropriate teaching activities as needed.

You are allowed one (1) absence. After one absence (excused absences must be documented illness, death in the family or of a close friend, hospitalization, documented personal tragedy, documented athletic event & other), your final grade will be lowered a full letter grade for each additional absence. Written documentation must be provided for every absence. Additionally, an email must be sent ahead of time to your course/lab instructor and a phone call AND an email must be sent ahead of time to your host teacher if you are going to be absent. You must arrive at and be prepared in your class space least 10 minutes prior to your class/teaching time. Two tardies count as one absence.

Any exceptions to the above policies are made at the lab instructor’s discretion. Exceptions will be rare and only made under extenuating circumstances.
How do I earn my grade?

- **A** = 93 - 100
- **B +** = 88 - 92
- **B** = 83 - 87
- **C +** = 78 - 82
- **C** = 73 - 77
- **D** = 65 - 72
- **F** = > 64

25% = Supervising Teachers Evaluations (2)
25% = College Instructor’s Evaluation
10% = Lesson Plan Evaluation (2)
10% = Health Observation
10% = Reflections
10% = Logs
10% = Disposition Evaluation
Class Projects

Physical Education Field Experience: All students are required to complete a full cycle of observation - assisting - teaching activities during a minimum of 15 hours at a middle school and 10 hours at a high school. A complete schedule of your hours at each school must be placed in dropbox (see calendar for due dates & times). Weekly logs are due are to be turned in by 5:00 PM on Sunday of that week.

Health Field Experience: All students are required to complete 5 hours of observation in a Health Education classroom. Candidates are required to keep individual logs for each of the Health Education Visits using the required log/reflection form provided. Each must be turned in by 5:00 PM on Sunday of that week.

Total observations = minimum of 30 hours (15 middle/15 high school).
“If you fail to plan, you are planning to fail!”

— Benjamin Franklin
Lesson Plans: A total of two (2) lesson plans are required. These must be turned in at least 2 days (48 hours) prior to teaching to both the host teacher (in paper form, word processed and stapled) and the lab instructor (into drop box). Lesson plans must be done on the PETE lesson plan format provided in OAKS for 425. One lesson plan is for the middle school lesson and one lesson plan is for the high school lesson, both taught by the teacher-candidate (you). If the lesson plan is not turned in prior to teaching, as stated above, the teacher-candidate may NOT teach and will receive zeros (0’s) for that lesson plan AND the teaching assignment.
Field Experience Log: During the semester, each teacher-candidate must complete one log for each week of lab during all Physical Education Field Experiences (a total of 10 (5 for middle school and 5 for high school) and 5 additional logs, one for each Health Education Field Experience. Field Experience Logs must follow the log form provided in OAKS for 425. Each log must be placed in the appropriate dropbox by Sunday evening of that week no later than 5:00 PM. Logs must be word processed and will NOT be accepted late.

Field Experience Reflection: During the semester, after both the middle school and high school teaching episode, a guided reflection is due (two in total, one for each) in the appropriate OAKS dropbox by Sunday evening of that week no later than 5:00 PM.
Supervising Teacher Evaluations: Each teacher-candidate is responsible for obtaining an *evaluation from both the middle and high school host teachers*. The form is available on OAKS. Upon request I can either send an electronic version (you are responsible for getting me his/her email) or you can print a copy, have him/her fill it out and return the hard copy to me in class. This evaluation is 25% of your grade so please be diligent about giving it to your host teacher at the start of your field experience and checking in with him/her about completion at the start of your last week at of each experience. Please see the course calendar for a final deadline for turning in each evaluation. Late evaluations may result in you receiving an INCOMPLETE for the semester.
Teaching Episodes: Each student is responsible for teaching a minimum of 2 lessons, one at the middle and one at the high school in Physical Education. The teaching episode must include a lesson plan that is pre-prepared and turn in 2 days (48 hours) in advance of teaching to both the host teacher (hard copy, word processed and stapled) and the course instructor (into the appropriate OAKS drop box). The lesson must be followed by a structured reflection which counts as part of the teaching episode grade. The reflection must be turned in within 2 days (48 hours) of the teaching episode to the appropriate dropbox in OAKS. It must follow the format provided in OAKS for 425.

You may NOT teach if you do not turn your lesson plan in 2 days (48 hours) prior to teaching. You will only receive partial credit if your reflection is not in the dropbox within 2 days (48 hours) after teaching. The course instructor must be notified of your teaching episode at least one week prior so she can arrange to be present to observe. If the course instructor is unable to attend (due to her teaching schedule, another observation, prior meetings or other relevant business) the video-taped lesson must be delivered to the course instructor by 4:00 PM on Friday of that week so she can view it.

All lessons taught by the teacher-candidate must be video-taped (you will need this for your reflection) and uploaded. If you need to borrow an ipad to video-tape, arrangements must be made a week prior to the teaching episode with the course instructor via email with a subject title of ipad needed for teaching. All borrowed ipads must be picked up and returned within 24 hours so other students can borrow them. The course instructor will NOT accept late lesson plans or late reflections.

Please keep in mind, as you are scheduling your teaching, that the course instructor has standing department meetings on Tuesday from 12:15 - 1:30 and she needs adequate time to drive to and from your teaching site and to park and walk upon return to campus. If your course instructor comes to observe you at a scheduled time that you should be at your school site and you are not there, it will count as an absence. If you are absent on the day of a teaching episode, you will not be allowed to make up the teaching episode. Extenuating circumstances will be reviewed on a case-by-case basis first through email then through a one-on-one appointment during scheduled office hours or by a mutually agreed upon time.
Course Policies:

1. Candidates may not participate in the lab field experience along with another teacher candidate from any college/university. If a conflict occurs, the student should notify the instructor immediately.
2. Candidates may only complete their teaching assignment if a lesson plan is presented to the course instructor (via drop box in OAKS) and the cooperating teacher (hard copy, word processed & stapled) a minimum of 48 hours prior to teaching and four log assignments have been completed and uploaded to OAKS prior to teaching.
3. Late assignments are NOT accepted under any circumstances. Additional strict deadlines are in place for the completion of other lab activities. This and all deadlines must be strictly adhered to for successful completion of this lab. Remember, you may not move on to your final experience with a failing grade in class or lab.
4. Students are encouraged to utilize technology to enhance instruction as appropriate. A small number of iPads have been reserved to assist students in that effort. Students who are interested in using the iPads should notify the instructor at least one week in advance.
5. Students are required to submit a Field Experience Contract indicating the times they plan to be at each site. The student should also contact the instructor at least one week in advance to notify her of the planned teaching date so the course instructor can come observe. If the instructor cannot observe due to other obligations the video of the lesson must be uploaded to OAKS by Friday of that week no later than 11:00 PM (Sunday if you teach on Friday is OK).
6. Students are required to videotape both teaching lessons to use as a reference when writing reflections.
7. Professional attire and behavior are expected at all times during field experiences. Any student who is removed from a site due to unprofessional behavior will not be re-assigned to a field experience and will receive an F as a final grade in the course.
8. All unusual circumstances and any requested exceptions must be given to the instructor via email with an appropriate subject line and the course number in a reasonable amount of time. A face-to-face meeting is required after the email.
Civility/Rules of Engagement: civility comes from the Latin word civitas, which means city and community. When we are civil we are members in good standing of a community. To be civil in this lab is to maintain:

1. Respect for your host teacher, host school administration, host school staff, host school students your peers and myself with all exchanges, along with appropriate behavior, and professionalism so that meaningful collaboration can occur.
2. NO YELLING, PLEASE! (I know, I did a bit of yelling in this syllabus to emphasize important points - sorry)
3. Sarcasm can (and will) backfire so be polite to all - this includes not putting in email something you would not say to someone directly, face to face.
4. Read first - attempt to find your own answer (look before emailing or asking for help) but always feel free to ask for help if you are unable to find the answers you need or to clarify any and all assignments if your questions/concerns were not addressed during class time.
5. Grammar! (make an effort to use proper punctuation, spelling and grammar). If any written assignments comes in with more than 5 errors on a page, the assignments will be returned, ungraded, which likely means it will be late and a revised version will not be accepted.

Center for Student Learning: I encourage you to utilize the Center for Student Learning (CSL) academic support services for assistance in study strategies and course content. They offer tutoring, supplemental instruction, study skills appointments, and workshops. Students of all abilities have become more successful using these programs throughout their academic career and the services are available to you at no additional cost.
Center for Disability Services: The College and I will make reasonable accommodations for persons with documented disabilities. Students should apply at the Center for Disability Services / SNAP, located on the first floor of the Lightsey Center, Suite 104. Students approved for accommodations are responsible for notifying me as soon as possible and for contacting me one week before accommodation is needed.

Honor Code and Academic Integrity: Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved. Incidents where the instructor determines the student’s actions are related more to a misunderstanding will be handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed by both the instructor and student, will be forwarded to the Dean of Students and placed in the student’s file. Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive an XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board. Students should be aware that unauthorized collaboration – working together without permission – is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information stored on a cell phone), copying from others’ exams, fabricating data, and giving unauthorized assistance. Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor. Student can find the complete Honor Code and all related processes in the student handbook.
| Week 1 - Jan 13 | *Meet in assigned classroom  
|                 | *Review Lab requirement & syllabus  
|                 | *Videotaping (guest speaker Ms. Mendi Benigni - time certain, 1:45)  
|                 | *HW - read syllabus before class  
|                 | *Student Information form due to Dropbox Sunday January 15 no later than 11:00 PM |
| Week 2 - January 20 | *Meet in assigned classroom  
|                   | *Review dispositions & ADEPT, (guest speaker Ms. Kathy Schwalbe - OSSC),  
|                   | *School Assignments |
| Week 3 - January 23 - 27 | Field experience week 1  
| Week 4 - January 30 - February 3 | Field experience week 2  
| Week 5 - February 6 - 10 | Field experience week 3  
| Week 6 - February 13 - 17 | Field experience week 4  
| Week 7 - February 20 - 24 | Field experience week 5  
|                         | Due: Log 1 (Sunday, no later than 5:00)  
|                         | Due: Field Experience Contract (Monday 1/30 no later than 11:00 PM)  
|                         | Due: Log 2 (Sunday, no later than 5:00)  
|                         | Due: Log 3 (Sunday, no later than 5:00)  
|                         | Due: Log 4 (Sunday, no later than 5:00)  
|                         | Due: Log 5 (Sunday, no later than 5:00)  
|                         | Due: Teaching & lesson plan  
|                         | Due: Video upload  
|                         | Due: Teaching reflection  
|                         | Due for HS: Health Education Logs |
| Week 8 - March 3 | *Meet in assigned classroom  
*Debrief 1st field experience  
*New assignment discussion  
*Other business as needed | *Student presentation - top 10 countdown on what you learned (each student has 5 minutes for their presentation - use PP or teaching aid).  
*Due: Host Teacher Evaluation from field experience 1  
*Due: Field Experience Attendance form |
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<td>Week 9 - March 6 - 10</td>
<td><strong>College of Charleston Spring Break</strong></td>
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| Week 10 - March 13 - 17 | Field experience week 1 | Due: Log 1 (Sunday, no later than 5:00 PM)  
Due: Field Experience Contract |
| Week 11 - March 20 - 24 | Field experience week 2 | Due: Log 2 (Sunday, no later than 5:00 PM) |
| Week 12 - March 27 - 31 | Field experience week 3 | Due: Log 3 (Sunday, no later than 5:00 PM) |
| Week 13 - April 3 - 7 | Field experience week 4 | Due: Log 4 (Sunday, no later than 5:00 PM) |
| Week 14 - April 10 - 14 | Charleston County School Spring Break  
Dorchester 2 Spring Break  
Field experience week 5 for Berkeley County Schools ONLY | Due: Log 5 - Berkeley County Schools  
Due: Teaching - Berkeley County Schools  
Due: Video upload - Berkeley County Schools  
Due: Teaching reflection - Berkeley County Schools  
Due for HS: Health Education Logs - Berkeley County Schools (Sunday, no later than 5:00 PM) |
| Week 15 - April 17 - 21 | Berkeley County Spring Break  
Week 5 for Charleston County  
Week 5 for Dorchester 2 | Due: Log 5 - Charleston & Dorchester 2  
Due: Teaching - Charleston & Dorchester 2  
Due: Video upload - Charleston & Dorchester 2  
Due: Teaching reflection - Charleston & Dorchester 2  
Due for HS: All Health Education Logs - Charleston & Dorchester 2  
All work except host teacher evaluations must be turned in by the Sunday after our last Lab on Sunday April 23 at 5:00 PM. |
|---|---|---|
| Week 16 - April 24 - 28 | Last day of classes - Wednesday April 26  
- No lab meeting this week and no final! | Due: Host teacher evaluation & attendance forms - Wednesday April 26. If using hard copy, please bring to 452 class at 10:00 AM. |
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<tr>
<th>Assignments for PEHD 452 Lab</th>
<th>Due Date &amp; Time</th>
<th>How / Where to turn in assignment</th>
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<tbody>
<tr>
<td>Student Information Form (found in OAKS under assignments)</td>
<td>Sunday, January 15 11:00 PM</td>
<td>Due to dropbox “Student Information Form”</td>
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