Sports Education Leadership: Physical Education Student Teaching

Course Information

<table>
<thead>
<tr>
<th>Supervised Student Teaching</th>
<th>PED 450</th>
<th>12 Credit Hours</th>
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<tbody>
<tr>
<td>Fall 2012</td>
<td>Full Time/ hours of the School Partnership Site</td>
<td></td>
</tr>
</tbody>
</table>

Instructor

<table>
<thead>
<tr>
<th>Name of Supervisor: Ginikachi Nwosu Brooke Allen-Burnstein</th>
<th>Office Location: CEB 323A N/A</th>
<th>Office Phone: 702-895-1468 989-213-1750</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Supervisor:</td>
<td>Office Location:</td>
<td>Office Phone:</td>
</tr>
<tr>
<td>E-Mail: <a href="mailto:nwosug@unlv.nevada.edu">nwosug@unlv.nevada.edu</a> <a href="mailto:allenbur@unlv.nevada.edu">allenbur@unlv.nevada.edu</a></td>
<td></td>
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<td>Office Hours By appt.</td>
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Course Description

Full time teaching as a teacher candidate in an elementary and/or secondary physical education placement related directly to the student’s program of study. Physical education teacher candidates demonstrate their knowledge, skills and disposition for teaching through directed mentorship from certified licensed teachers and university site facilitators and participate in all aspects of a physical education at the elementary and/or secondary level for a total of 12 credit hours.

COE Principles Addressed

1. **Content Knowledge**: The COE graduate knows and understands the central concepts, tools of inquiry, and structures of the discipline(s) and creates learning experiences that make these aspects of content meaningful. They are passionate about their subjects and their work.

2. **Individual Development**: The COE graduate knows and understands how individuals learn and can develop and provide opportunities that support intellectual, career, social, and personal development. They seek ways to enhance the success of their future students.

3. **Diverse Learners**: The COE graduate knows and understands how individuals differ in their approaches to learning and creates opportunities that are equitable and adaptable to the needs of Diverse learners. They demonstrate dispositions that reflect a caring nature toward their clients.

4. **Planning Processes**: The COE graduate understands planning processes based upon knowledge of content, learners characteristics, the community, and curriculum goals and standards. They are active participants in the local k-12 education system.

5. **Strategies and Methods**: The COE graduate knows and understands and can employ a variety of strategies and methods and encourages the development of critical thinking, problem solving, decision-making, and performance skills. They create lessons that promote student achievement.

6. **Learning Environments**: The COE graduate knows and understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. They create enriched learning environments.

7. **Communication**: The COE graduate knows and understands effective verbal, nonverbal, and media communication techniques and other forms of symbolic representation and can foster active inquiry, collaboration, and supporting interactions. They use technology to facilitate student learning.
8. **Assessments:** The COE graduate understands and promotes formal and informal assessment strategies and evaluates the learner's continuous intellectual, social, and physical development. They develop fair assessments of student achievement.

9. **Collaboration, Ethics, and Relationships:** The COE graduate understands and fosters ethical relationships with parents, school colleagues, and organizations in the larger community to support the individual's learning development. They build communication opportunities through trust and genuine regard for student personal and academic growth.

10. **Reflection and Professional Development:** The COE graduate is a reflective practitioner who continually evaluates the effects of choices and actions on students, adults, parents, and other professionals in the learning community, and who actively seeks opportunities to grow professionally. They respond to the rapidly changing educational context of Southern Nevada in a thoughtful manner.

**Knowledge: INTASC 1 and 5**
- Working knowledge of general teaching models including expository, inquiry, demonstration and integration
- Recognition of effective teaching practices
- Differentiation between instructional and managerial dimensions of teaching

**Performance: INTASC 1,2,3,and 7**
- Demonstration of lesson planning, teaching and exhibit presentation
- Demonstration of teaching strategies
- Integration of relevant technology into teaching demonstrations

**Dispositions: INTASC 3,9, and 10**
- Demonstration of strategies that promote responsibility, motivation and appreciation of diversity
- Collaboration with colleagues for purposes of effective teaching/learning experiences for themselves and for elementary students (Deering 2007)

**Results: INTASC 2,3,4,5,6,7,8,9,and 10**
Prospective physical education teachers in this course will address the following NCATE criteria for compliance. This will be accomplished through the coordination of coursework and field experiences. Accordingly, prospective teachers will be able to:

- Understand and describe personal beliefs that influence the ways teachers organize and manage classrooms for diverse learners
- Study selected literature on teacher roles, classroom environments, planning, organization, and management of instruction, managing behavior, and meeting learning needs of diverse students and assessing children's learning in schools
- Applying knowledge of the teaching/learning process in organizing for teaching
- Demonstrate an understanding of the relationships among environment, curriculum, instruction, organization, and management in the elementary classroom.
- Understand and demonstrate classroom management strategies that create an effective classroom and support behavioral growth in their students.
- Understand and utilize the UNLV Physical Education Lesson Plan template and meet the standards of the department rubric.
- Develop lesson plans that align with the CCSD Standards and those of the State of Nevada
• Develop and demonstrate classroom management strategies that allow for whole group, small group, cooperative group, paired/shared grouping patterns that support a variety of learning opportunities for students
• Develop skills for assessment of learning and decision making that a data-driven classroom teacher needs in order to successfully educate students
• Develop a “toolbox” of teaching strategies in various content and management areas
• Recognize the diversity of learners that they will be expected to teach and develop and demonstrate strategies to meet their needs

**Required Textbook/Resource:**
*Teach Like a Champion: 49 techniques that put students on the path to college*; Doug Lemov; Jossey/Bass Publishing: 2010

**Performance Assessments**

1. **Collaborative Assessment Log:** formative assessment should be provided no less than once every two weeks through a meeting between the Student Teacher and the Pre-Service Mentor / Cooperating Teacher as they meet to assess progress and set goals. The Student Teacher is required to provide this form to the Pre-Service Mentor Teacher. It can be downloaded from the OFE website. The student teacher is REQUIRED to keep a notebook containing the CAL, and all lesson plans.

2. **Lesson Planning:** Student Teachers are required to use the Physical Education Lesson Planning Template during Student Teaching. All lessons throughout the semester must be approved in ADVANCE of the lesson being taught by the Pre-Service Mentor / Cooperating Teacher. Student teachers are reminded to compile all lesson plans in a notebook that also contains the CAL. Students are required to teach independently developed lessons plans for a minimum of three (3) weeks. At **MINIMUM, students must include 15 lessons in the notebook.**

3. **Instructional delivery and student interactions** (Field Experience Performance Evaluation/Observation form; Mid-term and Final Evaluation forms). These evaluations will be completed by the mentor teacher and submitted online.

4. **Classroom management plan/module.** Students are required to develop a classroom management plan / module for an ELEMENTARY PE classroom. To complete and develop this module, students must follow the format on the IRIS Center website [http://iris.peabody.vanderbilt.edu/resources.html](http://iris.peabody.vanderbilt.edu/resources.html). The IRIS Center modules are free and open access to the public. Students should log onto the site and click Resources, and then click on the Behavior and Classroom Management link. Each online module includes sections entitled: challenge, thoughts, perspective resources, assessment, and wrap-up. Online videos and graphics are provided to provide viewers examples and possible solutions to the challenges. Students MUST review the following modules in order to successfully complete this assignment:

   **Who's in Charge? Developing a Comprehensive Behavior Management System:** This module discusses the importance of establishing a comprehensive classroom behavior management system. It explores the dimensions of the PAR model.

   **You're in Charge! Developing Your Own Comprehensive Behavior Management Plan:** This module neatly complements the first behavior module, encouraging students to create and print rules and procedures for their own classrooms based on the PAR model.

   Pay particular attention to the steps outlines in the second module and develop your plan based on the criteria and discussion provided in this module. You MUST include the following information in your classroom management plan/module:
   • Overview of Comprehensive Behavior Management
   • Cultural Considerations and Behavior
Complete the following SELF-assessment of your plan:
1. Are the rules that you created:
   • Specific?
   • Observable and measurable?
   • Positive?
   • Five or fewer?
   • And do they convey expected behavior?
2. Do you need to create any additional procedures? (Although you might not have time to create
   them now, you might want to try to develop a comprehensive list of procedures before you enter your
   classroom.)
3. Do the procedures you've created address potential problem behaviors in a positive tone?
4. Do you have all three types of age-appropriate positive consequences:
   • Free and frequent?
   • Intermittent?
   • Strong and long-term?
5. Do you have plenty of negative consequences arranged in a hierarchy of about six levels?

5. Lemov Assignment
   “Differentiating to Make a Difference”
   Working with Strategies for Effective Daily Instruction (Lemov assignment)

Text: Lemov, Doug. Teach Like A Champion: 49 Techniques that put students on the path to college.
Materials: organizer: folder, file cards, etc., as determined with Site Facilitator

Purpose of this assignment: Clinical students need to bridge the gap between the theory of creating
instruction based solely on the direct instruction of standards and objectives to implementation in a way
that provides students with rigor and success. If we truly believe that all children can learn, then we must
believe that we can teach them effectively. This text was selected because it is unique in its practicality
and the volume of effective, proven pedagogical strategies that are effective in all grades and subjects.
This assignment is designed to provide each clinical student with daily experience and reflection on these
techniques.

Process:
1. Read the entire text as an overview to the acquisition of the 49 strategies within the first month of
   Practicum 1.
2. Set up an organizer (binder, folder, file card ‘waterfall’) and choose the strategies *as required
   that you want to learn/master during this semester.
   Due Date: 
   *PED Student Teachers: 15 strategies required.

   All students will start this assignment by using three of the strategies in Chapter 1 of Lemov.
   Other strategies to meet the expectations of this assignment are “student choice” items.

   The goal here is not volume but repetition and transfer to the practitioner.
3. Start a chart or create a “card” for each strategy. As you use it, include a brief explanation of the strategy, note the date you implemented it and the effectiveness or challenges in practice. Also, include a plan or hypothesis for future implementation.

Examples:

<table>
<thead>
<tr>
<th>Strategy &amp; Definition*</th>
<th>Effectiveness Rating</th>
<th>Date Implemented/Reflection/Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Opt Out</td>
<td>+</td>
<td>(9/4/12) Asked student A if the drawing was ‘one’ or ‘two’ point perspective. His response was incorrect, so I asked Student B who responded correctly and then had him explain ‘why.’ Then, came back to student A, asking him the same question on a different one-point example. This time, his answer was correct and he was able to give me the reason why: one vanishing point. Next step: use the same technique on different content and, to involve more of the class, get several other students to respond before returning to the original responder.</td>
</tr>
<tr>
<td>Stretch It</td>
<td>-</td>
<td>(9/18/12) My questions did not stimulate the students enough; the kids seemed confused about what I was asking. Next step: Prepare questions in advance next time.</td>
</tr>
<tr>
<td>Right is Right</td>
<td>-</td>
<td>(10/9/12) This was challenging; I didn’t have enough information myself to ask a better follow-up question. Next step: Prepare a list of correct ideas to feel confident in addressing student responses.</td>
</tr>
<tr>
<td>Precise Praise</td>
<td>+</td>
<td>(10/16/12) AP students enjoy receiving praise for completing each step of challenging work; it kept of momentum and provided a confidence boost. Next step: use a chart or other tracker to help identify which students were provided specific praise so that all students can be contacted.</td>
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</tbody>
</table>

*NOTE: You will need to create definitions in YOUR OWN WORDS – Please, do not copy from the student examples above.

4. In seminar meetings and in collaboration with your PSMT, discuss your strategy use throughout the semester as you learn from/with others.

5. Due date for completed assignment: 11/29/12

6. Take this collected data/experience, along with your Lemov text, into the classroom with you as you begin your career and continue to develop and refine your pedagogical skills. Expect 3 years to proficiency and 5 to mastery.

Be patient. Champion teachers regularly infuse this differentiation. Be a Champion!

**Project Rubric:**
The Supervisor will review Student Teacher submissions (15 total as required).

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Not Acceptable (1)</th>
<th>Acceptable (2)</th>
<th>Target (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structure</td>
<td>Organization not</td>
<td></td>
<td>Organization is clear, cards or notes</td>
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</tbody>
</table>
evident, i.e., cards loose, notes disorganized, AND the # of strategies less than the minimum required

neatly maintained in a folder/chart, AND the required number of strategies present

| Content | Entries are infrequent and do not display clear understanding of each strategy | Entries are regular and demonstrate an understanding of the strategies | Entries are regular, demonstrate an understanding of strategies and reflect success/challenges and hypothesize next steps |

**Grading Scale:**
6 points=A => 1 point out of 15 possible total points
5 points= B = >.5 out of 15 possible total points
Any “not acceptable” areas = F => 0 points

**Grading Policy**

Pre-Service Mentor Teachers / Cooperating Teacher at the Partnership Schools will make grade recommendations to the UNLV Supervisor of record. Final course grades will be based on PSMT/CT and Supervisor recommendations along with student performance assessments. The UNLV evaluation form, lesson plan and rubric are the standards for evaluation. In addition, student teachers must model professional behavior, a positive open response to mentor-student feedback and work to meet all classroom/school expectations. If a Student Teaching is performing at an unsatisfactory level in the judgment of the Pre-Service Mentor Teacher, he/she must contact the UNLV Supervisor. The UNLV staff will then work directly in the classroom and with the Pre-Service Mentor Teacher to support the growth of the student teacher and work towards their success. If a Pre-Service Mentor Teacher is unsure of how to evaluate an intern, and requests support, it will be provided.

**Break-down of points for grade:**
Delivery of instruction/planning: 50 points
Classroom Management plan/module 35 points
Lemov Assignment 15 points
Dispositions: only reviewed if issues arise and may cost a letter grade to be lowered or = an A if that is what is earned with the other elements.

**Grading Scale:**
96-100 A
90-96  A-
85-90  B
81-84  B-
76-80  C
70-76  D
Below 70 F

**Attendance:** Student Teachers are expected to be present at their schools during the required hours of teacher attendance. It is suggested that students make every effort to work consistent with the hours of their Pre-Service Mentor Teacher if that is beyond the required hours. If a Student Teacher is ill and cannot attend school, calls to the school office manager, the Pre-Service Mentor Teacher and the UNLV Supervisor are required. This is a 15-week, full-time assignment.
Student Attendance: The standard of performance is that Student Teachers will be present on campus at their expected time. Their commitment to the program is full time for Student Teaching. A MAXIMUM of 2 excused absences are allowed. If an absence occurs the student must do the following:
   a. Contact the PSMT on his/her cell phone by 7:00 AM
   b. Call or email the Supervisor on his/her cell by 7:00 AM
   c. Fill out an absence form to be signed by the PSMT and Supervisor and turned in to the Supervisor indicating the reason for the absence and when the time is to be made up.
   d. If all of the steps outlined above are not taken, the intern will be penalized a days absence without leave and
   e. His/her grade lowered ½ (i.e. A becomes A-)

Student tardiness is not tolerated. If an intern fails to arrive until after the students are in class or the first period has commenced, the day is considered an absence and requires that it be made up. An attendance form needs to be filled out as in an absence.

**Dress Code:** UNLV Student Teachers are expected to dress in compliance with the CCSD expectations which are posted on their website.

**Class Schedule**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Dates</th>
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<tbody>
<tr>
<td>Student Teachers report to their campus</td>
<td>8/22/12</td>
</tr>
<tr>
<td>Student Teachers begin planning and instruction within the co-teaching model</td>
<td>8/22/12</td>
</tr>
<tr>
<td>Student Teachers/PSMT complete the first CAL and bi-weekly thereafter. A minimum of 7 CAL are required.</td>
<td>9/28/12</td>
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<tr>
<td>Mid-term evaluation due</td>
<td>10/19/12</td>
</tr>
<tr>
<td>Three-week leadership take over</td>
<td>Dates determined at each site by the supervisor and the Pre-service mentor teachers / cooperating teacher</td>
</tr>
<tr>
<td>Classroom management plan/module</td>
<td>10/19/12</td>
</tr>
<tr>
<td>Lemov Binder Due</td>
<td>11/29/12</td>
</tr>
<tr>
<td>Last day in the field for Student Teachers: all logs etc. due to Supervisor</td>
<td>12/7/12</td>
</tr>
<tr>
<td>Final grades due</td>
<td>12/7/12</td>
</tr>
</tbody>
</table>