

Physical Education and Health Enhancement

Field Experience

EDUC 351



COURSE INFORMATION

- A. Number: EDUC 351
- B. Title: Physical Education and Health Enhancement Practicum
- C. Credits: 1
- D. This course is offered Fall Quarter
- E. Location: Out in the Field (Classrooms/Gyms)

PERSONAL INFORMATION

- A. Instructor: Amy Burland
- B. Office: Education Building - Room 131
- D. Telephone: 275-4761
- E. Email: amy_burland@skc.edu
- F. Office Hours: Monday and Wednesdays: 1:00-4:00

REQUIRED MATERIALS

- A. Handouts from instructors - observation forms
- B. Up-to-Date Background Check

COURSE DESCRIPTION

EDUC 351 1 cr (W) [SS/HPED]

Physical Education and Health Enhancement Practicum provides the opportunity to take theory into practice. This course involves planning, teaching, and assessing physical education experiences for elementary and/or secondary students. Students will demonstrate competency through planning for, implementing, and assessing their teaching assignments.

RELATION TO THE CONCEPTUAL FRAMEWORK

Program objectives provide the framework and direction for the physical education curriculum. Systematic and effectively taught physical education guides achievement of the major content standards, including movement competence, and maintaining physical fitness, as well as learning, personal health and wellness skills.

COURSE RATIONALE

Physical education contributes to the total growth and development of each child, primarily through movement experiences.

CULTURAL RELEVANCY

Cultural relevancy will be addressed in this course through the teaching methods and strategies modeled and utilized by the instructors.

Student Objectives:

1. Students will learn the history of traditional Native American games.
2. Students will participate in making Native American game equipment and apply information from the course in their work with individuals from similar and diverse cultures in order to enhance communication, relationship building, and teaching strategies.

CRITICAL THINKING

This course will encourage critical thinking skills by having students apply and critique information when preparing units and teaching lessons to peers and youth.

Student Objectives:

1. Students will apply information learned in class to improve their work with parents, children and other professionals;
2. **INTASC Principles addressed. Assessments in bold are to be included in student portfolios**

Indicators:	<i>Type</i>	<i>Assessments</i>
<p>INTASC Principle 1: Making Content Meaningful</p> <p>1a. understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.</p> <p>1b. creates interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry from several subject areas.</p> <p>1c. The candidate exhibits concern for, and involvement with their own professional growth and improvement as an educator and lifelong learner.</p>	<p>Knowledge</p> <p>Skills</p> <p>Dispositions</p>	<p>Exams</p> <p>Unit and Lesson plans</p>
<p>INTASC Principle 2: Development of Learners</p> <p>2a. Understands how learning occurs—how students construct knowledge, acquire skills, and develop habits of mind—and knows how to use instructional strategies that promote student learning.</p> <p>2b. understands that students’ physical, social, emotional, moral and cognitive development may be individually variable. They know how this may influence learning and how to address these factors when making instructional decisions.</p> <p>2d. brings multiple perspectives to the discussion of subject matter, including attention to students’ personal, family, and community experiences and cultural norms.</p>	<p>Knowledge</p> <p>Knowledge</p> <p>Dispositions</p>	<p>Unit and Lesson Plans</p> <p>Field Experience Lesson Presentation</p> <p>Course Reading Assignment Responses</p> <p>Final Exam</p>
<p>INTASC Principle 4: Instructional Strategies/Problem Solving</p> <p>4a. understands the cognitive processes associated with various kinds of learning and how these processes can be stimulated.</p> <p>4b. knows how to enhance learning through the use of a wide variety of materials as well as human and technological resources.</p>	<p>Knowledge</p> <p>Knowledge</p>	<p>Unit and Lesson Plans</p> <p>Field Experience Lesson Presentation</p> <p>Assessment plans</p>
<p>INTASC Principle 7: Instructional Planning</p> <p>7a. knows when and how to adjust plans based on student responses and other contingencies.</p> <p>7b. is able to select and create learning experiences that demonstrate understanding of the learning stages of students and incorporate educational learning theory.</p> <p>7c. designs and implements lessons that align with curriculum goals and demonstrate knowledge of subject matter while providing opportunities for students to explore relevant cultural aspects of the community.</p>	<p>Knowledge</p> <p>Skills</p> <p>Skills</p>	<p>Unit and Lesson Plans</p> <p>Field Experience Lesson Presentation</p> <p>Assessment plans</p>
<p>INTASC Principle 8</p> <p>8a. understands the characteristics, uses, advantages, and limitations of different types of assessments for evaluating how students learn, what they know and are able to do,</p>	<p>Knowledge</p>	<p>Unit and Lesson Plans</p>

<p>and what kinds of experiences will support their further growth and development.</p> <p>8c. appropriately uses a variety of formal and informal assessment techniques to enhance her or his knowledge of learners, evaluate students' progress and performances, and modify teaching and learning strategies.</p>	<p>Skills</p>	<p>Field Experience Lesson Presentation Assessment plans</p>
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3.

* Candidates may select a unit or lesson from this course for TEP II Portfolio in sections that ask

COURSE OBJECTIVES

As a result of having taken this course:

1. Develop a philosophical framework upon which to build meaningful curricular experiences in health and physical education.
2. Be able to apply major anatomical, mechanical, psychological and physiological laws and theory to physical education and health programming.
3. Be able to plan meaningful physical education and health experiences.
4. Become familiar with basic administrative strategies which help to insure safe and effective teaching.
5. Be able to evaluate the quality and effectiveness of physical education and health instruction.

COURSE REQUIREMENTS

1. Observe 2 or more PE teachers for a total of 5 hours = 50 points.
2. Health Observation and Cook Interviews for a minimum of 2 hours documented – 20 points.
3. Prepare and Teach PE Lesson to elementary students out in the field (observed by college instructor) – 40 points (and counts as an hour for the required 10 hours of field work).
4. Co-teach 2 after-school activities (3 hours) 30 points.
5. Summary on what you learned about teaching PE = 10 points

*Turn final packet in to Amy Burland by Friday, March 11, 2016.

GRADING SYSTEM (150 points) A=135-150; B=120-134; C=105-119; D=90-104; F=89 and below.

ATTENDANCE AND PROFESSIONALISM

As a teacher candidate, in the SKC Education Department, you must be prompt in meeting with teachers and conduct yourself as a professional when working in the schools.

COURSE REQUIREMENTS & Point Distribution



1. Observe at least 3 different elementary P.E./Health instructors for a total of 5 hours and provide record of time signed by instructors using the Observation Forms provided. Each observation is to be recorded on one of these forms – and each form must be used at least once (for instance – you may not hand in observations using only one form-type for all 6 hours). Compile records of lesson observations. (40 pts)

3 or more PE Teachers Observed: _____ 6 pts

Observation Hours documented:

5 documented hours: 4 pts per hour x 6 hours = _____ 20 pts

Each class observed is recorded on the required observation forms.

*alternative activities approved for observation hours, include notes/reflections in place of the forms.



2. Observe a health lesson and write a reflection for each. _____/10 points

A. Health Lesson Reflection:

- Standards addressed
- Overview of the lesson
- Student engagement
- What you can put in your own teaching “toolbox” from observing this lesson.

**If it is not possible to observe a health class, other activity options may include helping serve breakfast and/or lunch in order to observe student eating habits at different grade levels. Write a reflection on what you observed.*

3. Interview a Head Cook at either Polson or Ronan (this may be done as a group)

Interviews include:

- a. Cooks (find out about training, how a menu is developed, changes that have been made while in this position, and personal observations from the kitchen).
- b. Specific information about the people interviewed – provide an overview of what you learned about the health goals of the kitchen staff, new awareness of what goes on in those job positions, and what you will remember as a teacher in regard to supporting the work of the kitchen staff.

4. Cooperatively teach 2 After School Events. Prepare a plan and write a reflection that includes:

What went well? What did you enjoy most about the lesson? What unexpected issues or actions came up? What would you suggest doing differently to be more effective? Was there something that you did not enjoy about the lesson and would do differently? What else did you learn?

#1 After School Program Taught (Includes lesson and reflection) _____/10 points

#2 After School Program Taught (Includes lesson and reflection) _____/10 points

5. Teach a physical education lesson in a school setting (a classmate may serve as an assistant or co-teacher). Teaching and assisting lesson may be counted toward the 8 hours course requirement. Requirements include a pre-approved lesson plan **and a reflection/evaluation of the lesson after it is taught (40 pts.).**

Pre-approved (with supervising teacher) 4-part lesson: _____/10 points

Lesson Taught evaluation (college instructor): _____/20 points

Reflection of the lesson taught: _____/10 points



6. Provide a **summary/reflection of the overall PE field experience**. Include what you learned about:
- teaching Physical Education from the teachers and other school employees with whom you interacted and also from your own teaching experience. This should include a teacher's management, preparation, feedback to students, planned activities, fitness of students, motivating students, differentiation of students or any other issues/conditions you became more aware of that will help you as a teacher.
 - a PE teacher's challenges
 - what quality PE Program characteristics you observed in the field.

 /10 points