

# Physical Education and Health Enhancement

## Field Experience

### EDUC 351

Fall 2013



#### 1. COURSE INFORMATION

- A. Number: EDUC 351
- B. Credits: 1
- C. Prerequisite: Admission to TEP Program
- D. Corequisite: EDUC 350
- D. This course is offered Fall Quarter
- E. Location: Out in the Field (Classrooms/Gyms)

#### 2. PERSONAL INFORMATION

- A. Instructor: Amy Burland
- B. Office: Education Building - Room 131
- D. Telephone: 275-4761
- E. Email: [amy\\_burland@skc.edu](mailto:amy_burland@skc.edu)
- F. Office Hours: Monday and Wednesdays: 1:00-3:00

#### 3. REQUIRED MATERIALS

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

#### 4. COURSE DESCRIPTION

**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.

#### 4A. 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.

#### 4B. COURSE RATIONALE

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

#### 5. COURSE OBJECTIVES

As a result of having taken this course, students will:

1. Demonstrate their philosophical framework upon which to build meaningful curricular experiences in health and physical education (lesson plans and facilitation of lesson out in the field).
2. Apply major anatomical, mechanical, psychological and physiological laws and theory to physical education and health programming (lesson plans and facilitation of lesson out in the field).

3. Demonstrate an understanding of maturational factors that play into preschool and elementary physical education curriculum selection (lesson plans and facilitation of lesson out in the field; observation and lesson reflections).
4. Demonstrate knowledge of a wide range of curricular opportunities, approaches, and options available to the physical educator in the areas of movement education, sensory-motor, perceptual-motor programming, games and sports, rhythmic activities, fitness activities and gymnastics (lesson plans and observation reviews and reflections).
5. Plan meaningful physical education and health experiences (lesson plans and observation reviews and reflections).
6. Facilitate meaningful physical education and health experience (lesson plans, facilitation of lessons, lesson reflections).
7. Implement management strategies, which help to insure safe and effective teaching (lesson plans, lesson facilitation, lesson and observation reflections).
8. Evaluate the quality and effectiveness of physical education and health instruction (lesson plans, lesson facilitation, lesson and observation reflections).

### 5.A. 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 explain the history of traditional Native American games as they are played.
2. Students will make Native American game equipment.
3. Students will share and compare family and tribal game rules and play as individuals from similar and diverse cultures.

### CRITICAL THINKING

This course will encourage critical thinking skills by having students apply and critique information.

#### Student Objectives:

1. Students will apply information learned in class to improve their work with parents, children and other professionals out in the field

### 5C. INTASC Principles addressed. Assessments in bold are to be included in student portfolios

<b>Indicators:</b>	<i>Type</i>	<i>Assessments</i>
<b>INTASC Principle 1: Making Content Meaningful</b> 1a. understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.  1b. creates interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry from several subject areas.  1c. The candidate exhibits concern for, and involvement with their own professional growth and improvement as an educator and lifelong learner.	Knowledge   Skills   Dispositions	Exams  <b>Unit and Lesson plans</b>
<b>INTASC Principle 2: Development of Learners</b> 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.  2b. understands that students' physical, social, emotional,	Knowledge	Unit and Lesson Plans

<p>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>Dispositions</p>	<p>Field Experience Lesson Presentation Course Reading Assignment Responses Final Exam</p>
<p><b>INTASC Principle 4: Instructional Strategies/Problem Solving</b></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 Field Experience Lesson Presentation Assessment plans</p>
<p><b>INTASC Principle 7: Instructional Planning</b></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 Field Experience Lesson Presentation Assessment plans</p>
<p><b>INTASC Principle 8</b></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, 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>Knowledge</p> <p>Skills</p>	<p>Unit and Lesson Plans Field Experience Lesson Presentation Assessment plans</p>

2.

\* Only one unit plan or lesson is required from this course for portfolio. Candidates may select lesson and decide which section of his/her portfolio is most relevant for placement.

## 6. COURSE REQUIREMENTS



1. Observe at least 2 different elementary P.E./Health instructors for a total of 8 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 8 hours). Compile records of lesson observations. (40 pts)



2. Observe a health lesson and interview school personnel that work within the wellness policy for a minimum of 2 hours. Compile records of lesson observations and a one-page summary of the overall experience. These individuals include cooks, administrators, and classroom teachers. Activities must include at least one health class and other options include helping serve breakfast and/or lunch in order to observe student eating habits at different grade levels. (10 points)

Interviews may include:

- a. Cooks (find out about training, how a menu is developed, changes that have been made in the past 5 years, and personal observations from the kitchen).

- b. Administrators, coaches, teachers – ask about wellness policy and how it has changed offerings in the overall school (sports programs, fundraisers, classroom practices with nutrition, etc.)



3. Teach a physical education lesson in a school setting (a classmate may serve as an assistant and use that time to fulfill a portion of the 8 hours of observations). Requirements include a pre-approved lesson plan and a reflection/evaluation of the lesson after it is taught (40 pts.).
4. Provide a summary/reflection of the overall field experience. Include what you learned about teaching Physical Education and Health from the teachers and other school employees with whom you interacted and also from your own teaching experience. (10 pts)



\*Hours can be earned by attending **PAX Good Behavior Game** training on Saturday, October 26. Training takes place at the Education Building from 8 to 4. Three (3) PE hours and one (1) Health hour can be earned by attending the training and writing a reflection that includes practicing the game during your Health Lesson presented to the class. Besides the hours used toward the requirements of this course, you will be given a PAX bag of materials to use in your own classroom one day.

\*Hours can be earned also by attending lesson presentations of ECED 375 Fostering Physical Development in the Young Child on Thursday evenings from 5:30 to 6:20. Presentations are tentatively scheduled for October 24th (Infant lesson), November 7th (waddler lesson), November 21st.

## 7. CREDIT HOURS

Following the SKC Credit Hour policy, to meet the identified objectives of this course, this 1 credit course, delivered over a 10 week term will approximate an average: 1.5 hours/week practica or field work the first 6 or 7 weeks. In addition, out-of-class student work will approximate an average minimum of 1 hours each week.

Sticking to this timeline will ensure prompt completion of course requirements which are due to be compiled and submitted by noon on December 5th.

## 8. GRADING SYSTEM (100 points) A=90-100%; B=80-89%; C=70-79%; D=60-69%

1. Observe a minimum of 2 different PE teachers for a total of 8 hours and record by using the observation forms provided by the instructor (all three different forms must be used at least once - but one form per observation must be used) = 40 points
2. Health Observation Activities – 10 points
3. Prepare and Teach PE Lesson to elementary students out in the field and provide a written lesson plan (prepared before teaching the lesson) and reflection after teaching the lesson (lesson taught is observed by college instructor) = 40 points
4. Summary of overall field experience = 10 points

Compilation of the above packet is due on December 5th at the EDUC 350 meeting. Packets submitted after this date will be considered late and their final score will reflect this with 20% (20 points) deduction in course points earned.

## 9. ATTENDANCE AND PROFESSIONALISM

As a teacher candidate, in the SKC Education Department, you must be prompt in meeting with school personnel (principals and teachers) and conduct yourself as a professional when

working in the schools. In addition to promptness in observations and teaching lessons, this also includes dressing appropriately. Specifically, revealing or extremely form fitting attire is not appropriate.

## **10. COURSE OUTLINE**

Week 1: Introduction and Organization

Weeks 2-9: October 7 through December 3 - Observe PE and Health lessons according to course requirements listed above in sections 6, 7, and 8.

Week 10: December 5 - submit compiled course packet at EDUC 350 meeting.

\*The instructor reserves the right to change the course syllabus or course content. Students will be provided advanced notice of changes in writing.