



LEWIS-CLARK STATE COLLEGE

EDUCATION DIVISION

Syllabus: ED 461
Professional Internship K-12: Health and Physical Education

Semester: Fall 2007
Credits: 12 credits
Instructor: Dr. Betsy Van Clief
Office: Spalding Hall 210
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Prerequisites: Admission to Secondary Teacher Education Program.
Passed the Praxis in Health and Physical Education.
Passed Ed 459 and all coursework except the following courses: SE 407 and ED 430

COURSE DESCRIPTION:

As a second semester Intern you will acquire and/or refine your knowledge, skills, and dispositions in preparation for teacher certification. You will be assigned one or more on-site teacher educators in 6-12 Health and Physical Education for half of the semester. The second half of the semester will be spent in elementary physical education.

While in the schools, you will engage in a variety of activities that include classroom observation, individual and group tutoring, mirror teaching, team teaching, independent teaching. You will continue to refine you skills and knowledge about local, state and national guidelines and standards, current issues, curricular models, unit planning, program planning and assessment, instructional methods and resources. We'll emphasize individualized planning, student motivation, alternative learning environments, and adaptive instruction... in the gymnasium and in your health classes. Your job will be to apply what you learn in class to the real-life setting in a school. I will be working with the teachers to help you have a positive learning experience.

PROGRAM GOAL AND OBJECTIVES:

Through successful participation in this course, you will develop knowledge, skills, and dispositions associated with each of the following professional standards for teachers listed below.

1. **The Dedicated Professional.** The successful teacher is one who demonstrates a sincere dedication to the profession of teaching and genuine care and concern for

each child. Attributes of the Dedicated Professional demonstrated in this course include:

- a. The teacher candidate conducts herself/himself in a manner which shows commitment to the profession of education.
- b. The teacher candidate exhibits high ethical and professional standards.
- c. The teacher candidate fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

2. **The Knowledgeable Professional.** The successful teacher is one who is well-informed of the current body of knowledge regarding the processes of learning, strategies for instruction, and the structures of learning environments to support the intellectual, social, and physical development of all types of learners. Attributes of the Knowledgeable Professional demonstrated in this course include:

- a. The teacher candidate understands how children, as individuals and in groups, learn, develop, behave, and are motivated to learn.
- b. The teacher candidate understands a variety of instructional strategies to create learning opportunities that
 - Support the intellectual, social, and personal development of learners,
 - Encourage positive social interaction, active engagement in learning, and self-motivation, and
 - Encourage students' development of critical thinking, problem solving, and performance skills.
- c. The teacher candidate understands how students differ in their approaches to learning and how instructional opportunities are adapted to diverse learners.
- d. The teacher candidate understands schools as organizations within the larger community context and the laws and norms that guide their operation.

3. **The Content Specialist.** The successful teacher is one who understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches. The teacher maintains currency in knowledge of the content area(s) and skills of the discipline. Attributes of the Content Specialist demonstrated in this course include:

- a. The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) she or he teaches.
 - b. The teacher candidate maintains currency in knowledge of the content area(s) and skills of the discipline.
4. **The Educational Designer.** The successful teacher is one who utilizes knowledge of learning, students, and the content to be taught to creatively plan learning experiences that integrate appropriate strategies, media, and organization. Attributes of the Educational Designer demonstrated in this course include:
- a. The teacher candidate plans and creates effective learning experiences based upon knowledge of subject matter, students, the community, how children learn and develop, and curriculum goals to make the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches meaningful for students.
 - b. The teacher candidate designs and develops learning opportunities that utilize well-selected instructional strategies and learning resources.
 - c. The teacher candidate designs and develops learning opportunities that are appropriately adapted to diverse learners.
5. **The Educational Facilitator.** The successful teacher is one who effectively implements instructional strategies to facilitate learning in a variety of settings, with a variety of media, and for a wide range of diverse types of learners. Attributes of the Educational Facilitator demonstrated in this course include:
- a. The teacher candidate utilizes a variety of instructional strategies (methods, techniques, etc.) and resources (media, technologies, etc.) to establish and facilitate engaging and meaningful learning environments that support the intellectual, social, and physical development of students.
 - b. The teacher candidate utilizes effective, classroom organization skills to establish and facilitate engaging and meaningful learning environments that support the intellectual, social, and physical development of students.
 - c. The teacher candidate utilizes effective, communication techniques to establish and facilitate engaging and meaningful learning environments that support the intellectual, social, and physical development of students.
 - d. The teacher candidate uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-

motivation and fosters active inquiry, collaboration, and supportive interaction in the classroom.

6. **The Educational Evaluator.** The successful teacher is one who continually and accurately assesses the achievement of students and the efficacy of the learning environment. Attributes of the Educational Evaluator demonstrated in this course include:
 - a. The teacher candidate understands and uses appropriate, formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
 - b. The teacher candidate performs appropriate, comprehensive assessments of the processes of instructional design, facilitation, and evaluation.
 - c. The teacher candidate adjusts and refines instruction based upon informed analysis.

7. **The Reflective Professional.** The successful teacher is one who continually engages in cycles of review and adjustment for the purposes of professional growth and improvement of instruction. Attributes of the Reflective Professional demonstrated in this course include:
 - a. The teacher candidate is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community).
 - b. The teacher candidate actively seeks out opportunities to grow professionally.

GOALS OF THE COURSE

1. This course will provide opportunities for teacher candidates to acquire and/or refine the knowledge, skills, and dispositions necessary to:
2. Make a successful transition into the education profession by observing and interacting with classroom teachers and other educators as an active member of the school staff;
3. Undertake primary responsibility for instruction for extended periods of time designing, delivering, and evaluating lessons under the careful supervision of an on-site teacher educator;
4. Acquire evidence of their abilities to meet the Teacher Education Program standards including their effect upon student learning; and

5. Complete a professional electronic portfolio, Candidate Work Sample and pass the Internship II Oral Exit Examination.

REQUIREMENTS/ASSIGNMENTS:

Your OSTE, you and I will be working as a team to make YOU A GREAT TEACHER. In the process you will have opportunities to develop your knowledge and skills regarding current strategies and practices of teaching. You will demonstrate your knowledge and skills by completing the products and performances described below.

Requirements/ Standards	Performance/ Product	Method of Assessment
Demonstrate characteristics of a dedicated professional. Standards: DP 1, 2, 3.	In completing the 635 hour internship, be prompt and regular in attendance, conduct yourself in a professional manner, fulfill internship requirements, contribute to the learning of the students, exhibit high ethical and professional standards, and foster positive relationships with school colleagues evaluated as "proficient" or higher.	Attendance record. Internship II Mid-Term and Final Evaluation Forms
Demonstrate the knowledge, skills, and dispositions to design, deliver, and evaluate instruction. Standards: KP 1, 2, 3, 4; CS 1, 2; ED1, 2, 3; EF1, 2, 3, 4; EE 1, 2, 3; RP 1, 2. Performance	Take primary responsibility for an extended period of time for the designing, facilitating, and evaluating classroom instruction supported as appropriate by media/ technology. For each lesson provide correct lessons plans and post-lesson reflections. The lessons and associated materials must be evaluated as "proficient" or higher.	Lesson Evaluation Rubrics, Lesson Plans, and Reflections
Demonstrate ability to meet Teacher Education Program standards by means of a professional electronic portfolio. Standards: KP 1, 2, 3, 4; CS 1, 2; ED1, 2, 3; EF1, 2, 3, 4; EE 1, 2, 3; RP 1, 2.	Submit an electronic portfolio, including your Candidate Work Sample, demonstrating ability to meet Teacher Education Program standards according to specification provided and rated at "Proficient" or higher.	Portfolio Assessment Rubric and Candidate Work Sample Rubrics rated at "Proficient" or higher.
Demonstrate ability to meet Teacher Education Program standards by means of a successful Internship II Oral Exit Examination. Standards: KP 1, 2, 3, 4; CS 1, 2; ED1, 2, 3; EF1, 2, 3, 4; EE 1, 2, 3; RP 1, 2	Pass the Internship II Oral Exit Examination with a rating of "Proficient" or higher.	Oral Exit Examination Rubric rated as "Proficient" or higher.

EVALUATION AND GRADING:

You've come too far not to do well in this class. Your job is to keep up the good work...and more!!! You need to know this. I love the profession of teaching too much to let you screw it up....I will remove you from the schools and keep you from certification the moment I believe you will not be good for our children.

You should also know that I will do everything in my power to help you earn a very proud "Pass" in Internship II.

Assignments, in the form of products and/or performances (stated above), will reflect your level of achievement of learning objectives. Overall performance in the course will be measured by points associated with each product/performance.

Criteria for evaluation of each product and/or performance will be specified at the course web site and/or in class at the time the assignment is made. Performance related to individual criteria from the Conceptual Framework will be evaluated using the following scale:

4 - Exceptional or Innovative Performance: Beyond that which was required by specifications; Shows extraordinarily effective or innovative application of the knowledge, skills, or dispositions related to the performance

3 - Proficient Performance: Completed to specifications; Shows successful application of the knowledge, skills, or dispositions related to the performance

2 - Developing Performance: Needs further development to meet all specifications at a proficient level; Shows emerging or developing (but not yet proficient) application of the knowledge, skills, or dispositions related to the performance

1 - Inadequate Performance: Shows little or no application of the knowledge, skills, or dispositions related to the performance

0 - Performance not made: Work not submitted or failure to make performance

Upon consideration of the specific criteria for evaluation, each product or performance will be assigned a number of points to be used in the calculation of a course grade. The ranges of total points for grade achievements are as follows:

A	90 to 100%	= Pass
B	80 to 89%	= Pass
F	Less than 80%	= Fail

If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible.

Professional Conduct:

You are expected to do your own work in this course. If you use the ideas or creative/scholarly property of another person, please include a proper citation of the source. Plagiarism and cheating will not be tolerated and will be dealt with according to campus policy.