Term Information

Effective Term: Autumn 2015
Previous Value: Summer 2013

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)
change from concurrent to prerequisite with 4780

What is the rationale for the proposed change(s)?
4191.01 was moved from the autumn semester to the spring semester.

What are the programmatic implications of the proposed change(s)?
(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?
The course has been taught this was for the last 2 years and this change corrects the course bulletin.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area: Kinesiology:Physical Education
Fiscal Unit/Academic Org: Department of Human Sciences - D1251
College/Academic Group: Education & Human Ecology
Level/Career: Undergraduate
Course Number/Catalog: 4191.01
Course Title: Internship: Elementary Physical Education
Transcript Abbreviation: Intrn Elem PE
Course Description: Observation, participation, and responsible teaching in an elementary school setting.
Semester Credit Hours/Units: Fixed: 6

Offering Information

Length Of Course: 14 Week, 7 Week, 4 Week (May Session), 12 Week (May + Summer)
Flexibly Scheduled Course: Never
Does any section of this course have a distance education component? No
Grading Basis: Letter Grade
Repeatable: No
Course Components: Field Experience
Grade Roster Component: Field Experience
Credit Available by Exam: No
Admission Condition Course: No
Off Campus: Never
Campus of Offering: Columbus

Prerequisites and Exclusions
Prerequisites/Corequisites
Prereq: 4780, admitted to PETE undergraduate major, and GPA 2.75 or above.

Previous Value
Prereq: Admitted to PETE undergraduate major and GPA 2.75 or above. Concur: 4780 or EduPAES 4780.

Exclusions
Not open to students with EduPAES 786.

Cross-Listings

Subject/CIP Code
Subject/CIP Code 13.1314
Subsidy Level Baccalaureate Course
Intended Rank Junior, Senior

Requirement/Elective Designation
Required for this unit’s degrees, majors, and/or minors

Course Details
Course goals or learning objectives/outcomes
• Enhance skills in systematic observation and reflections, so one can analyze instances of behavior in different settings and maintain, change, or modify teaching practices accordingly

Content Topic List
• Elementary school internship
• Participation in the school community as a professional
• Judgments and behaviors expected of teachers

Attachments
• Revised 4191 Syllabus 15.doc: syllabus
(Syllabus. Owner: Odum,Sarah A.)

Comments

Workflow Information

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<th>User(s)</th>
<th>Date/Time</th>
<th>Step</th>
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<td>Odum,Sarah A.</td>
<td>05/06/2015 09:22 AM</td>
<td>Submitted for Approval</td>
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<tr>
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<td>Folden Jr,H Eugene</td>
<td>05/12/2015 07:56 AM</td>
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<td>Odum,Sarah A. Zircher,Andrew Paul Warnick,Bryan R. Achterberg,Cheryl L</td>
<td>05/12/2015 07:56 AM</td>
<td>College Approval</td>
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Course Instructor/Supervisor | OSU Supervisor | OSU Supervisor
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Dr. Harry Lehwald | Melissa McCarthy | Sue Youmans
Senior Lecturer | (mmccarthy0117@gamail.com) | (scyoumans@columbus.rr.com)
PAES Building, A274 | Justin Haegele | (haegele.9@osu.edu)
Office: (614) 292-7668 |  | 
Home: (614) 717-9095 |  | 
Cell: (423) 741-4809 |  | 
lehwald.3@osu.edu |  | 

Office Hours: By Appointment

Class Meetings: Tuesday Seminars from 4:30 – 6:30 in PAES Room 109

Rationale: This is the elementary and secondary school internship component of the PETE licensure program for prospective physical education teachers. The internship consists of a set "capstone" experiences that most directly reflect the life of a teacher. These experiences require the integration of the teacher's knowledge of subject matter, learners, schools, curriculum, pedagogy and pedagogical content knowledge. The internship also requires professional leadership responsibilities that require in-depth analysis of teaching and learning, designing a learning environment to facilitate inquiry, use of technology to make connections and solve problems, use of traditional and authentic assessments that are equitable. Central to this experience, is the development of the edTPA instrument. The focus of the edTPA is on demonstrating their understanding of teaching and student learning in authentic ways. These expectations are defined variously by national standards together with state and district curriculum frameworks, as well as specific school goals. The edTPA includes three tasks: planning, instruction and assessment. Tying all three of these tasks together will be a reflection upon the cyclical relationship among them with a focus on the learning needs of the students. Unit planning will also be expected, and has a twofold broader purpose: (a) there is an emphasis on providing a coherent rationale for teaching a specific unit of instruction in the context of the curriculum, school and community. In short, the questions answered include “Why teach this unit of instruction? “What is its relationship to curriculum, the school and the community?” and “Of what value is this content to the student?”; and (b) it requires that the pre-service teacher provide multiple and repeated measurement and evidences of student learning relative to lesson objectives and unit goals in the three learning domains (i.e., psychomotor, cognitive, and affective).

Course Objectives. The following are expectations for the course: That students:

1. will extend their skills in systematic observation and reflection, so that they can analyze instances of behavior (both their own as a teacher and those of their students) in different settings to enable them to maintain, change, or modify their teaching practices.
2. to develop their teaching skills including those of planning, class and student management, instruction, and evaluation.
3. will produce and submit an edTPA document that demonstrates the effectiveness of their teaching.
4. will participate in the school community as a professional by demonstrating judgments and behaviors expected of teachers.

Attendance: There is no provision for absences during your student teaching or internship. If any time is missed during student teaching, this time must be made up at a time negotiated with your university supervisor, course instructor, and the cooperating teacher. Any absence that must be incurred (including personal illness, death in
your immediate family, or other extreme circumstances) you must still make up the time you have missed and the only way to do this is in the fall semester. If you are absent more than five days you must repeat the entire 7 week (elementary or secondary) experience in the autumn semester.

**Job Interviews:** Job interviews with schools are important to all student teachers and interns. While you are teaching, however, please schedule interviews after school hours or during public school breaks whenever possible.

**Professionalism:** Student teaching marks a significant step toward becoming a professional educator. You are, therefore expected to demonstrate the attitudes and actions of a professional educator. These include, but not exclusively: conforming to your school’s rules and policies; extending basic rules of courtesy to teachers, pupils, school staff and the broader school community; meeting the standards of dress, personal appearance, and professional behavior expected of the staff at your host school; placing school responsibilities ahead of personal wishes and adhering to all deadlines set by your MT, US and program. In addition, you are expected to adhere to the Sport and Exercise Education Professionalism guidelines accompanying your syllabus. Failure to adhere to these professional guidelines (see the full description at the end of the syllabus) will result in your removal from student teaching.

**Planning:** All lesson plans that you teach MUST be submitted and approved by your MT prior to your teaching of the lesson. If there is not a lesson plan submitted and approved, you CAN NOT teach that lesson and your US will be contacted immediately. If you do not teach a lesson then you can be subject to removal from the placement and awarded a failing grade. It will be a faculty decision as to whether or not you will be allowed to repeat the experience. Unit plans must also be submitted and approved by your MT before you are allowed to begin the unit. The unit CAN NOT be started until approved. As with the lesson plans, failure to submit the unit plan can lead to a failing grade in that placement.

**Other Classes:**
Student teaching or internship is considered to be a full-time experience that takes precedence over all other responsibilities including coaching, working, etc. We cannot prevent you from being involved in these activities but they cannot take precedence over the time you will spend in schools (note this is not the end of the school day but rather when your teacher leaves the school after the school day). Any activities done after the teaching day cannot be an excuse for work not completed or presenting work of poor quality. Faculty and students expect the highest performance levels from you in this experience. If your work is poor, you should expect a low grade in this experience (it has been known to affect a student’s performance to where the experience must be repeated).

**Evaluation.** There are two components of evaluation in this internship experience. Students MUST perform adequately in each component to receive a grade. Inadequate level of performance may result in an incomplete grade.

**Component 1: Teaching Objectives**
The elementary and secondary teaching objectives fall within the following categories:

- Context
- Teacher Interaction
- Knowledge of subject matter
- Planning: Lessons/Units/Seasons
- Class and Student Management
- Class Control
- Instructional Effectiveness
- Student Progress
- Intern’s Professionalism
• Strengths of Intern to Date
• Areas to Focus to Improve

The framework provided below is to be used as a guide to assess the students’ ability to demonstrate the internship objectives described above. A weekly assessment by your MT will keep you appraised how where you are in your development. The reason for the flexibility provided in this framework is to allow for the varying contextual issues faced in the “real world” setting. Failure to meet these standards at a B- or above level, will result in a failure for the course regardless on the scores in the other two components. This grade will be determined by the US in consultation with the MT and a review of the weekly performance rubrics. If component 2 is below expectations, then the grade in this course could be lowered appropriately.

Meets Standards
A, The candidate is judged exemplary in all aspects of the evaluation. During field experience she/he was prepared and demonstrated the objectives for student teaching consistently and efficiently.
A- The candidate is judged excellent to highly competent in all of the evaluation. During field experience she/he was prepared and demonstrated the objectives for student teaching consistently and efficiently.
B+ The candidate was very competent in attending to objectives for student teaching. He/she was prepared and many objectives were consistently demonstrated while others were observed but not yet a consistent part of the repertoire.
B The candidate was proficient in the field experience though they had some difficulty attending to all of the goals of student teaching. He/she was adequately prepared and a few objectives were demonstrated consistently.
B- The candidate was satisfactory in the field placement but had difficulty attending to some of the goals of student teaching. They were somewhat prepared and showed improvement in demonstrating some of the objectives but that improvement was not sustained enough to show consistent adherence to the expectations of the program.

Does Not Meet Standards
Fail The performance in one or more of these areas do not meet the standards of the OSU Program. The candidate had a weak field experience. He/she failed to consistently perform at an acceptable level consistent with OSU expectations and did not show the consistent growth expected in one or more of the following major areas: Professionalism, Planning, Implementation, Management, Collaboration, Knowledge and Communication.

Component 2: edTPA
See edTPA Assessment Handbook for details. Your edTPA score will be a factor in your overall grade for the placement that you complete the portfolio in. Your placement grade will be adjusted according to the following scale:

If your combined score of the 15 rubrics is at a level of 50 points or above your grade will be raised one level (i.e. B+ to an A-)
If your combined score of the 15 rubrics is between 37 and 49 points your grade will remain the same
If your combined score of the 15 rubrics is 36 or below your grade will be lowered one level (i.e. B+ to a B)
**Physical Education Teacher Education Policy on Professionalism**

All Teacher Candidates are expected to adhere to a professional code of conduct. How teachers interact with children, parents, and their professional colleagues is as important as their knowledge of content and teaching strategies.

What do we mean by the term professional conduct? Professional teachers:

- Demonstrate ethical behavior including academic honesty and confidentiality (e.g., FERPA).
- Work effectively with professional colleagues and other adults.
- Exhibit a positive attitude toward schools, teaching, students, and parents.
- Respond to frustration and stress appropriately.
- Consistent attendance and punctuality to school, notifies appropriate individuals when absence is necessary, completes assignments on time, and follows through on commitments.
- Dresses appropriately for the situation and wears appropriate attire for teachers in the school during practicum and internships.
- Is receptive and responsive to professional feedback incorporating suggestions into practice.

Examples of unprofessional conduct include but are not limited to:

- Lack of responsibility in fulfilling Teacher Candidate teaching requirements.
- Behaviors indicating an attitude of indifference or hostility.
- Inappropriate written or oral language which interferes with performance of teaching.
- Poor preparations skills such as providing no lesson plans, or poorly written lesson plans.
- Poor teaching skills such as inadequate classroom management and instruction.
- Poor interpersonal skills with school students, faculty, and/or staff.
- Violation of school policies, procedures, rules, regulations, or code of ethics
- Lack of appropriate professional attitudes, behaviors or dress.

Teacher Candidates who display unprofessional behavior will have their grade reduced by one letter grade at a minimum. However, if in the judgment of the Physical Education Teacher Education faculty the unprofessional conduct is severe the faculty will indicate to the instructor to provide a failing grade for the teaching and course experience.

**Procedures:**

When an unprofessional behavior occurs the instructor or supervisor in the case of minor instances (e.g., initial instances of poorly written plans or rudeness toward supervisors) will deal with the situation by contacting the Teacher Candidate to discuss the issues involved, if the initial instance is of a very serious nature (e.g., public arguing with a mentor or being disrespectful) the instructor will reduce the grade of the Teacher Candidate by one letter grade (e.g., A to A-). In the case of a more severe instance or repeated instances the instructor will call a Physical Education Teacher Education faculty meeting to discuss the situation. At such time the faculty will determine whether or not to recommend that the instructor submit a failing grade for the Teacher Candidate. After such meeting, the instructor along with a representative of the faculty and others deemed necessary will meet with the Teacher Candidate to discuss the determination of the faculty.