CREDITS AND MEETINGS:

Credit Hours: 9 semester hours
Course Days/Times: Monday-Friday/7:30am-3:30pm
Course Location: Host School

TEXT & MATERIALS:

Required Text


Western Carolina University Internship/Student Teaching Handbook

Required Materials
- Active electronic mail account.
- VHS video tape (w/ Intern I lesson) or 2 DVD+RW mini discs
- Three-(3) ring binder for Internship II Notebook (3” recommended).

CONCEPTUAL FRAMEWORK:

The professional education program at Western Carolina University is a community of learners based on knowledge, values, and experiences. We teach our candidates to use their knowledge of both human development and their disciplines to effectively teach all students to solve problems. Appropriate values and dispositions are central to excellent teaching. We model collaborative, caring, and intellectually stimulating learning communities so our teacher education candidates will create environments for all their students that encourage curiosity, foster motivation, and promote achievement of rigorous state and professional standards. We require our candidates to use state-of-the-art technology in their courses and in their field experiences.

The Physical Education Internship II field experience is the capstone practicum of the professional education sequence for the physical education-teacher education major. This experience builds upon previous courses from the undergraduate teacher preparation program including liberal studies and the second academic concentration.
The experience provides practical opportunities for the candidate to become proficient in pedagogical behaviors relating to establishment of a learning environment, lesson preparation, task presentation, and evaluation. It provides the opportunity for the candidate to demonstrate knowledge of the content of physical education. Also, the candidate will value the role of physical education in the total school curriculum. The candidate will have the opportunity to utilize technology to assist in the delivery of instruction and the analysis of their instructional practices. The candidate will develop an understanding of the immense range of cultural differences within the school setting which will be enhanced through decision-making for lesson adaptations relating to the impact of the cultural, racial, and socioeconomic context of the abilities and varied learning styles of their students.

OBJECTIVES:

Upon successful completion of this field experience the candidate will be able to:
1. Manage instructional time efficiently and effectively.
2. Manage student behavior appropriately and effectively.
3. Design and implement developmentally and instructionally appropriate lesson plans.
4. Present tasks utilizing effective teaching behaviors such as: getting the attention of the learner, choosing a way to communicate, selecting and using learning cues, clearly communicating instruction, phrasing the content and organizational aspects of tasks, giving feedback, use of questioning skills, positioning and movement, and developing the content.
5. Monitor student practice.
6. Provide feedback that is specific, corrective and congruent to the task.
7. Facilitate instruction by using a variety of appropriate curriculum materials to include the NC Healthful Living Curriculum and the NASPE Content Standards.
8. Develop appropriate student/teacher rapport.
9. Competent in working with students, faculty, staff and parents in the school community.
10. Use both formal and informal assessment strategies to facilitate learning for all students.
11. Demonstrate knowledge of the content, development of the content, and understanding of a variety of curriculum models.
12. Demonstrate professional conduct, take initiative and contribute to a positive school climate.
13. Use technology to facilitate learning where appropriate.
14. Develop a work sample that demonstrates the use of appropriate teaching strategies and achievement for all students.
15. Reflect on teaching practice through the use of videotaped lessons.
REQUIRED COMPETENCIES:

Management of Instructional Time
1.1 CANDIDATE has materials, supplies, and equipment ready at the start of the lesson or instructional activity.
1.2 CANDIDATE gets the class started quickly.
1.3 CANDIDATE uses available time for learning and keeps students on task.
1.4 CANDIDATE manages time to increase time for learning.

Management of Student Behavior
2.1 CANDIDATE has established a set of rules and procedures that govern the handling of routine administrative matters.
2.2 CANDIDATE has established a set of rules and procedures that govern student movement, verbal participation and talk during different types of activities—whole class instruction, small group instruction, etc.
2.3 CANDIDATE frequently monitors the behavior of all students during whole-class, small group, and seat work activities and during transitions between instructional activities.
2.4 CANDIDATE stops inappropriate behavior promptly and consistently, yet maintains the dignity of the student.
2.5 CANDIDATE analyzes the classroom environment and makes adjustment to support learning and enhance social relationships.

Planning
3.1 CANDIDATE plans daily lessons based on clearly identified objectives.
3.2 CANDIDATE develops long-range instructional plans based on clearly identified objectives.
3.3 CANDIDATE is reflective in preparing lessons.
3.4 CANDIDATE plans lessons to demonstrate understanding and use of the knowledge bases for diversity education.
3.5 CANDIDATE demonstrates leadership in planning for learning in areas or ways not directed by cooperating teacher.

Instructional Presentation
4.1 CANDIDATE links instructional activities to prior learning.
4.2 CANDIDATE understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning activities that make these aspects of subject matter understandable and meaningful for students.
4.3 CANDIDATE speaks fluently and precisely.
4.4 CANDIDATE provides relevant examples and demonstrations to illustrate concepts and skills.
4.5 CANDIDATE assigns tasks and asks appropriate levels of questions that students handle with a high rate of success.
4.6 CANDIDATE conducts the lesson or instructional activity at a brisk pace, slowing presentations when necessary for student understanding but avoiding unnecessary slow downs.
4.7 CANDIDATE makes transitions between lessons and between instructional activities within lessons effectively and smoothly.
4.8 CANDIDATE makes sure that assignments are clear.
4.9 CANDIDATE creates instructional opportunities that are adapted to diverse learners.
4.10 CANDIDATE uses instructional strategies that encourage the development of critical thinking, problem solving, and performance skills.
4.11 CANDIDATE uses technology to support instruction.
4.12 CANDIDATE encourages students to be engaged in and responsible for their own learning.

**Instructional Monitoring**
5.1 CANDIDATE maintains clear, firm, and reasonable work standards and due dates.
5.2 CANDIDATE circulates to check all students’ performance.
5.3 CANDIDATE routinely uses oral, written, and other work products to evaluate the effects of instructional activities and to check student progress.
5.4 CANDIDATE poses questions clearly and one at a time.
5.5 CANDIDATE uses student responses to adjust teaching as necessary.
5.6 CANDIDATE initiates instructional monitoring process or processes not previously used in this classroom.

**Instructional Feedback**
6.1 CANDIDATE provides feedback on the correctness or incorrectness of in-class and out-of-class work to encourage student growth.
6.2 CANDIDATE affirms a correct oral response appropriately and moves on.
6.3 CANDIDATE provides sustaining feedback after an incorrect response by probing, repeating the question, giving a clue, or allowing more time.
6.4 CANDIDATE uses knowledge of effective verbal and non-verbal communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

**Facilitating Instruction**
7.1 CANDIDATE has long- and short-term instructional plans that are compatible with school and district curricular goals; the school improvement plan; the N.C. Standard Course of Study; the diverse needs of students and the community.
7.2 CANDIDATE uses diagnostic information obtained to evaluate and ensure the development of the learner.
7.3 CANDIDATE maintains accurate records to document student performance.
7.4 CANDIDATE understands how students learn and develop and plans appropriate instructional activities for diverse student needs and different levels of difficulty.
7.5 CANDIDATE uses available human and material resources including technology to support the instructional program.
7.6 CANDIDATE demonstrates and communicates enthusiasm about learning and teaching.
Student/Candidate Rapport
8.1 CANDIDATE is readily approached by students regarding problems/questions.
8.2 CANDIDATE demonstrates patience with students and candidate requests.
8.3 CANDIDATE distributes his/her attention to all students in the class rather than a few students.
8.4 CANDIDATE is inviting and creates the kind of environment that is conducive to learning.
8.5 CANDIDATE is sensitive to the needs of diverse learners.
8.6 CANDIDATE initiates interactions with candidates that contribute to student/candidate rapport.

Communicating within the Educational Environment
9.1 CANDIDATE treats all students in a fair and equitable manner.
9.2 CANDIDATE fosters relationships with school colleagues, parents, and community agencies to support students' learning and well-being.
9.3 CANDIDATE demonstrates initiative and self-direction.
9.4 CANDIDATE initiates connections with family and community.

Facilitating Learning for All Learners
10.1 CANDIDATE is effective in facilitating measurable achievement in pupils.
10.2 CANDIDATE generates data that demonstrates pupil learning.
10.3 CANDIDATE facilitates learner progress from beginning of instruction to end of instruction.
10.4 CANDIDATE facilitates a high level of student achievement.
10.5 CANDIDATE facilitates learning for all learners including diverse learners and demonstrates effectiveness with diverse learners.

Curricula
11.1 CANDIDATE demonstrates knowledge of the content for the subject taught.
11.2 CANDIDATE teaches content that is accurate.
11.3 CANDIDATE demonstrates knowledge of various models and programs within the curriculum.
11.4 CANDIDATE demonstrates knowledge of the scope and sequence of the curriculum.
11.5 CANDIDATE teaches content appropriate to grades and/or developmental level of students.
11.6 CANDIDATE teaches content that is relevant to student needs.
11.7 CANDIDATE teaches content that is part of NC Standard Course of Study.

Performing Non-Instructional Duties and Professional Conduct
12.1 CANDIDATE carries out non-instructional duties as needed to ensure student safety outside the classroom.
12.2 CANDIDATE adheres to established laws, policies, rules and regulations.
12.3 CANDIDATE volunteers for tasks or duties not assigned.
12.3 CANDIDATE is a reflective practitioner who continually evaluates the effects of his or her decisions and actions on students, parents, and other professionals in the learning community.

12.4 CANDIDATE conducts self in accordance with applicable codes of conduct and expectations for teachers in the school and community.

**Technology Proficiency**

13.1 CANDIDATE has submitted a Technology Portfolio which has been found acceptable by the cooperating teacher and university supervisor.

**Teacher Work Sample**

14.1 CANDIDATE has submitted a Teacher Work Sample which has been found acceptable by the cooperating teacher and university supervisor.

**Videotape**

15.1 CANDIDATE has submitted a videotape of two lessons viewed by the cooperating teacher and university supervisor and they have shared feedback with the candidate.

**EVALUATION:**

Evaluation of the candidate will be based on the *overall performance* as determined the university supervisor and cooperating teacher and satisfactory completion of other graduation requirements.

The term “overall performance” includes the following:

1. Demonstration of knowledge and ability to teach and direct positive learning experiences.
2. Demonstration of all competencies mentioned above “at standard” or better as defined by the Beginning Teacher Performance Appraisal Instrument (BTPAI).
3. Alternate weekly systematic observation and assessment by the university supervisor and/or cooperating teacher.
5. Final evaluation by the university supervisor and cooperating teacher. Completion of BTPAI and discussion with candidate.
6. Completion of a *minimum* of ten-(10) weeks of *full time* teaching responsibilities.
7. Satisfactory completion of the Internship II Notebook.

Other graduation requirements include:

1. Satisfactory completion of the Individual Growth Plan as directed by the PE 496 Internship II Seminar instructor.
2. Satisfactory completion of the Teacher Work Sample as directed by the PE 496 Internship II Seminar instructor.
3. Completion of the Videotaping requirement.
ATTENDANCE:

Candidates are expected to be at their assigned school daily and on time. Unexcused absences will not be tolerated and will result in the removal of the candidate from the internship! If a candidate must be absent, it must be cleared first with the cooperating teacher and then with the university supervisor. In the instance that an excused absence is granted, all lesson plans must be left for the cooperating teacher to conduct the class in place of the candidate. Excessive absences will result in days added at the end of the Internship II experience or removal from the host school. Candidates may not miss time from school due to outside of school commitments.

INTERNSHIP II NOTEBOOK:

The candidates’ internship II notebook must be in order and up to date for each visit by the university supervisor. The notebook will be checked each visit. Place the most current weeks’ materials in the front of each section working in reverse chronological order (for example, place the most recent journal entries on top of the journal entry section of your notebook each week and continue in this manner).

SYSTEMATIC OBSERVATIONS:

All systematic observations must be completed thoroughly, neatly, and by the due date. See the Weekly Checklist to be sure when each observation is due. Read the instructions before trying to complete the observation. The observation instruments should be familiar from prior use in other classes. The cooperating teacher is expected to provide feedback and must sign and date the completed observation sheet. Be prepared to “train” your cooperating teacher on the observation instruments if necessary. Planning ahead is critical to your success!