PE 496 PE INTERNSHIP II SEMINAR
FALL 2007

<table>
<thead>
<tr>
<th>Dan Grube, PhD</th>
<th>Sarah Lowell, MAEd</th>
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<tbody>
<tr>
<td>Western Carolina University</td>
<td>Cartoogechaye Elementary School</td>
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<tr>
<td>Office Location: 107 Reid Gym</td>
<td>3295 Old Murphy Road</td>
</tr>
<tr>
<td>Office Phone: 227-3647</td>
<td>Franklin, NC 28734</td>
</tr>
<tr>
<td>Home Phone: 586-1922</td>
<td>School Phone: 524-2845</td>
</tr>
<tr>
<td>Email Address: <a href="mailto:dgrube@wcu.edu">dgrube@wcu.edu</a></td>
<td>Email Address: <a href="mailto:sarah.lowell@mcsk-12.org">sarah.lowell@mcsk-12.org</a></td>
</tr>
<tr>
<td>Home Page: <a href="http://paws.wcu.edu/dgrube">http://paws.wcu.edu/dgrube</a></td>
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CREDITS AND MEETINGS:

Credit Hours: 3 semester hours
Course Days/Times: Wednesdays/4:40-7:30pm
Course Location: Room 122H/201 Reid Gym

TEXT:

Required Text


NC Standard Course of Study - Healthful Living Curriculum.

Required Materials
- TaskStream account.
- Blank VHS videotape.
- Active electronic mail account.

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 Seminar in Physical Education is the capstone course in the professional education sequence in the physical education-teacher education major. This course parallels the Physical Education Internship II experience and builds upon knowledge, values, and experiences gained from previous courses from the undergraduate professional preparation program including liberal studies and the second academic concentration. The course provides opportunities for the candidate to share and value professional discourse regarding planning, classroom management, lesson preparation and implementation, evaluation, diversity, and instructional technology with other candidates and the clinical faculty member.

**COURSE OBJECTIVES:**

Upon successful completion of this course, the candidate will be able to:
1. implement the Reflective Cycle.
2. recognize and demonstrate appropriate professional behaviors.
3. develop advocacy and community leadership skills.
4. identify community resources.
5. establish productive relationships.
6. recognize and reduce liability and risk.
7. make decisions regarding diversity and learner needs.
8. address technology appropriate to physical education.
9. prepare for the professional job search and continued professional growth.
10. develop an Individual Growth Plan.

**COURSE REQUIREMENTS/ASSIGNMENTS:**

1. **Attendance & Participation.** Attendance is required for all “face-to-face” meetings. Full participation is required in all class activities. This includes active participation in all PE workshops and participation in all online assignments and discussions.

2. **Discussion & Questions (32%).** There are eight-(8) discussion topics. Each discussion prompt is noted on the class calendar. The candidate must respond to each discussion prompt by implementing the reflective cycle. Most discussion prompts require some supplemental readings. Each topic discussion must be completed by the date indicated on the class calendar. Late work will not be accepted for credit. Responses must be submitted on WebCAT.

3. **Individual Growth Plan (8%).** The Individual Growth Plan is an adaptation of the North Carolina Beginning Teacher Individual Growth Plan required of beginning public school teachers in the first few weeks of school. Candidates are required to complete this adapted Individual Growth Plan in two areas. One of the areas must be technology and the other area is the choice of the candidate. This assignment must be submitted on both WebCAT and TaskStream.
4. **Letter of Application & Resume** (4%). Candidates will submit a letter of application and resume for a mock job opening in physical education. Candidates will also participate in a mock job interview process. Application file must be submitted on WebCAT.

5. **Teacher Work Sample** (28%). Candidates are required to teach a guided unit of instruction to a selected class and complete a portfolio that demonstrates a product of their own teaching. The product will describe the context, goals & unit overview, lessons, assessments, unique learner accommodations, and results. This will be followed by a guided reflective essay on the teaching practice and student learning during the unit. This assignment must be submitted on WebCAT and TaskStream.

6. **Video Teaching Analysis** (28%). The candidate is required to videotape two-(2) lessons for self-analysis. A word-processed reflective self-evaluation for both videotaped lessons is required. The videotaped lessons will show the candidate demonstrating a variety of pedagogical behaviors to include the use of applicable instructional technology. This assignment must be submitted on WebCAT.

**EVALUATION:**

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Grading Scale</th>
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<tbody>
<tr>
<td>Discussion &amp; Questions</td>
<td>32%</td>
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<tr>
<td>Individual Growth Plan</td>
<td>8%</td>
</tr>
<tr>
<td>Letter of Application &amp; Resume</td>
<td>4%</td>
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<tr>
<td>Teacher Work Sample</td>
<td>28%</td>
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<tr>
<td>Video Teaching Analysis (2)</td>
<td>28%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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<tr>
<th></th>
<th>92.5-100</th>
<th>A</th>
<th>72.5-76.4</th>
<th>C</th>
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<tbody>
<tr>
<td>89.5-92.4</td>
<td>A-</td>
<td>69.5-72.4</td>
<td>C-</td>
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<tr>
<td>86.5-89.4</td>
<td>B+</td>
<td>66.5-69.4</td>
<td>D+</td>
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<tr>
<td>82.5-86.5</td>
<td>B</td>
<td>62.5-66.4</td>
<td>D</td>
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<tr>
<td>79.5-82.4</td>
<td>B-</td>
<td>59.5-62.4</td>
<td>D-</td>
<td></td>
</tr>
<tr>
<td>76.5-79.4</td>
<td>C+</td>
<td>below 59.5</td>
<td>F</td>
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**Just a note about the following…**

Candidates are responsible for discussing all required Seminar assignments with your cooperating teacher. Anticipated complications include:

- the video taped lessons may require permission slips,
- the Teacher Work Sample requires advanced planning and may cause a disruption to your cooperating teacher’s curriculum, and
- the technology lesson is done in conjunction with the TWS and may need advance planning and reservation of equipment.

**Reminders:**

- ensure email and TaskStream accounts are active
- become familiar with WebCAT
- alert cooperating teachers to “PE Workshop” days
- **do not** miss any “face-to-face” class meetings
- mock interviews require completed application file and professional dress

**Plan ahead!**
COURSE POLICIES:

1. **Accommodation of Candidates with Disabilities.** Western Carolina University is committed to providing equal educational opportunities for candidates with documented disabilities. Candidates who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at 227-7127.

2. **Attendance Policy.** Any absence from a scheduled “face-to-face” class session will result in an incomplete for the course. Any absence from an online class session will result in a three-(3) point deduction from the final grade. Tardiness to any class session will result in a one-(1) point deduction from the final grade.

3. **Cell Phones.** Use of cell phones at any time during class is prohibited. Phones shall be silenced and stored out of sight. Such disruptions will result in the candidate being dismissed from class.

4. **Class Participation.** Active participation in all class activities is expected. Candidates are expected to dress for activity (tennis shoes and active clothing).

5. **Risk Awareness.** Candidates should be aware that some physical activity is expected as partial fulfillment of the requirements of the class. This includes participation in practice lessons taught by the instructor and/or peers. Candidates should make the instructor aware of any physical limitations that will limit participation in the class. Candidates will be required to complete a Risk Awareness form at the beginning of the semester.