

RHODE ISLAND COLLEGE
Department of Health and Physical Education

COURSE NUMBER: HED 428 and PED 428

Fall, 2010

COURSE TITLE: STUDENT TEACHING SEMINAR IN HEALTH AND PHYSICAL EDUCATION

PED 428 / 2 credits

Section 01

Monday, 400 – 550 PM

INSTRUCTOR**OFFICE****OFFICE HOURS****RIC TELEPHONE****E-Mail**

Ben Lombardo

MC 139

Mon., 1 & 2, Fri. 9 & 10

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Blombardo@ric.edu**A. COURSE DESCRIPTION:**Catalog Description:

This seminar develops teacher behaviors appropriate to effective teaching. Topics include the development of classroom and time management, effective communication, knowledge of different learning styles, teaching strategies and assessment techniques.

Extended Description:

This course, which is conducted concurrently with the student teaching experience, examines issues which confront the students as they progress through their culminating professional preparation course. These issues, which vary from semester to semester, are of real and immediate concern for the students, taken from the foundation of the units of study. Emphasized throughout are the elements of reflection in anticipation of interaction with classes and students, reflection in action during the lesson, and self-analysis and self-evaluation approaches to study and assess the encounter after the fact. Self-study is a major element of this seminar experience.

Relationship to Professional Program:

This seminar is an integral part of the Teacher Education curriculum and is considered the capstone experience in conjunction with student teaching assignments. As such, the seminar focuses on integrating and “pulling together” not only the entire range of prior course work, but also the more immediate and current experiences, knowledges, events, competencies, etc. gleaned from the student teaching experience.

Relationship to Knowledge Base and FSEHD:

The main focus of this seminar is on the refinement of self-assessment abilities, the ability to reflect objectively, professionally, and accurately, in an effort to enhance the student’s teaching abilities and future growth. A major assignment requires the student to document competency in the Rhode Island Beginning Teacher Standards by the study and analysis of video tape of at least one of the teaching assignments. A second major assignment requires the student to orally communicate, via a planned presentation on an issue of professional concern, and dialogue with other students and other faculty in a professionally competent manner.

B. COURSE REQUIREMENTS:Expectations:

1. Regular class attendance. Unexcused absences beyond two will result in one or more of the following: the assignment of additional work, reduction in the final grade, and/or removal from the class roster. Attendance at student presentations is particularly important.
2. Meaning, relevant and educationally mature participation in all seminar activities. This is a senior seminar limited to students currently engaged in the student teaching experience. As such, the professor will expect an advanced level of work, thinking, and analysis.

Assignments:

1. Significant Event. Each student will prepare and be ready to discuss a significant experience at each class meeting. Emphasis will be on analyzing the issue and sharing with seminar participants. Primary focus should be on the student's instructional interactions. Each significant event/case must include the following information: who was involved, what happened, where the event took place, why events turn out as they did, and other pertinent information.

3. Student presentations. Students will conduct one seminar session that will focus upon a particular issue pertinent to the teaching- learning profession. Topics must be approved by the professor. Reading material must be provided to each student in seminar one week prior to the oral presentation. Readings must be approved by the professor.

4. Teacher Candidate work Sample- Each student will be required to complete a "Work Sample" in each of two placements. Directions and instructions will be distributed by the professor.

C. COURSE INFORMATION:

Prerequisites: Completion of all requirements in Health and/or Physical Education Teacher Preparation Program. Concurrent enrollment in PED 426 or HED 427.

D. TOPICAL OUTLINECourse Objectives:

Upon successful completion of this seminar, concurrent with the completion of student teaching, the teacher candidate will:

1. Apply the process of collaborative problem solving.
2. Demonstrate understanding of the foundations of education as found in contemporary school models,
3. Exhibit understanding of the development of differences in children and youth.
4. Apply research and experience-based principles of effective practice.
5. Apply technology in K-12 education.
6. Apply methods of evaluation, inquiry, and research in the classroom,
7. Demonstrate understanding of school law and education policy applied to contemporary school problems.
8. Meet the special needs of exceptional children and youth through inclusion in regular classrooms.
9. Implement and analyze selected classroom management techniques.
10. Display an understanding of contemporary health education issues, including substance abuse.
11. Show an understanding of ways to meet the needs of students from diverse cultural backgrounds.
12. Interact with parents and other adults.
13. Establish a global perspective in recognition of the interdependence of nations and people.
14. Develop an initial plan to begin a meaningful process for professional development.
15. Analyze state and federal governments' role in teacher candidate education and teaching.
16. Discuss the role of standardized testing at the public school level and higher education.
17. Investigate current issues in teacher education; e.g. the National Council of Teacher Quality.
18. Develop a professional cover letter and resume, along with interview skills.

E. REFERENCES (Optional):

1. Noll, James W. (2008). 8th edition. Taking Sides: Clashing Views on Controversial Educational Issues. Guilford, CT: Dushkin/McGraw Hill.
2. Daniel, Eileen L. (2008). 8th edition. Taking Sides: Clashing Issues on Controversial Health Issues in Health and Society. Sluice Dock, Guilford, CT: The Dushkin Publishing Group.

F. OTHER:

Students' assignments may be duplicated and utilized anonymously for Department of Health and Physical Education program folios, for the purpose of accreditation. The instructor reserves the right to change the syllabus at any time during the semester. Students will be advised in class of any changes.

G. EVALUATION AND GRADES:

- 1. Class Participation 30%
- 2. Student Work Sample 60%
- 3. Presentation 10%

STUDENT PRESENTATION ASSIGNMENT

Students are required to conduct one seminar session during the semester. This presentation should be approximately 20 minutes in length. The premise for this assignment is based on one of your future responsibilities as an enlightened, vocal, visible and articulate professional. Presentation in various forms (e.g., at department meetings; to a chairperson; to a principal; to parents; at school committee meetings; at professional meetings) are expected from leaders in health and physical education. Students should assume, for the purpose of this assignment, that they are addressing an issue of concern to a particular group.

Students will select a topic that focuses on a major issue within the education field. An issue is an item which there are at least two sides, or two opinions. Approval of a particular issue must be received by the professor. By the third week of the semester the professor will assign a specific date for each presentation. Each student will be required to provide related and appropriate reading materials for the class a minimum of one week prior to the assigned presentation date. Each group must provide classmates with a minimum of two articles derived from appropriate professional literature. Materials must be supplied to each student in the class.

Students in the seminar will have a week to read materials, respond to issues, and formulate some views prior to the presentation. This should enable a group to participate more actively and should minimize the need for students to read during their presentations. In other words, students other than the presenter(s) will be able to discuss, respond and interact appropriately during the seminar session conducted by their classmates.

Students will be assessed on their ability to conduct a professional discussion and/or lead an interactive session on a pertinent educational issue. All students, the instructor, and the presenter(s) will complete a written instrument in order to provide more complete and specific feed back to students.

Name _____ Date: _____

STUDENT WORK SAMPLE - CHECKLIST

(Additional explanatory materials will be provided the student by the professor at first meeting)