DEPARTMENT OF KINESIOLOGY
KIN 461 FIELD EXPERIENCE IN PHYSICAL EDUCATION
Spring 2011

Instructors: Dr. Piletic and Mrs. Kathy Heikes

Description: 30-hour observation and teaching experience in area K-12 physical education programs with on-campus seminars sessions. Corequisite or Prerequisite: Educ 439 in the Department of Kinesiology. Field Experience will be scheduled over a minimum of five (5) weeks. TCs are expected to have openings in their schedule to accommodate this.

Hours needed to complete the Field Experience (1 Credit):

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<tbody>
<tr>
<td>Total Hours in the schools</td>
<td>30 hours</td>
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<tr>
<td>Observation</td>
<td>5 Hours</td>
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<tr>
<td>Teaching</td>
<td>25 Hours</td>
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CLASS MEETING TIMES:
TUESDAY, January 18 – overview of course and assignments
TUESDAY, February 1 – discuss individual assignments more specifically and make student school placements known; camera & remote microphone operation.
TUESDAY, March 29 – update on how things are going and check in with students on assignments
TUESDAY, May 3 – discuss Western Teacher Work Sample and deadlines for Student teaching

RECOMMENDED TEXTS:

REQUIREMENTS:
Background Check – Prior to any field work in schools/agencies, candidates are to supply verification of having completed both an Illinois State Police and FBI fingerprint background investigation through the Center for the Preparation of Education Professionals. Candidates may be prohibited from completing field work if background investigations disclose arrests and/or convictions deemed problematic. Information may be obtained in Horrabin Hall 91; questions may be directed to Melissa (Missy) Phillips, Director of Advising--298-2117.

A $20 technology fee - charged for the use of videotaping cameras and remote microphones. Checks are preferred (or you may pay in cash) and payment must be made at the Department of Kinesiology Main Office. Make checks payable to KIN Public Services. Fee must be paid by class time on February 1. Receipts need to be shown to Jennifer (faculty secretary)
COURSE OBJECTIVES: Objectives are aligned with the Illinois Professional Teaching Standards (IPTS)

Teacher candidates will be able to:
1. Works well with the mentor teacher and displays professional promise and commitment to the field of teaching by being prepared, organized, and responsible in carrying out responsibilities. (IPTS 9, 11)
2. Accurately complete a thorough contextual analysis that includes environmental factors and student characteristics that may impact student learning. (IPTS 2, 3, 5, & 9)
3. Demonstrate effective teaching skills to the satisfaction of the university supervisor or mentor teacher through written reflections, oral discussion, and videotaped analysis. (IPTS 1, 5, 6, 7, 8, 10 & 11)
4. Correctly write and utilize one (1) lesson plan in which the student will solo instruct at the elementary, middle, or secondary level. Lesson plans will still be expected to be written and provided to the mentor teacher prior to the other teaching experiences. A lesson plan will be handed in a week prior to your teaching evaluation lesson. (IPTS 1, 4, 5)
5. Effectively apply formal performance-based assessment of student learning, analyze and utilize the results to improve instruction. (IPTS 8)

EVALUATION:
Each Teacher Candidate (TC) will complete and submit:
A. One contextual analysis (Standards 2, 3, 5, & 9)
B. One lesson plan (Standards 1, 4, 5)
C. One reflection paper (Standard 10)
D. Three Videotaped lessons
   a. The videotape must contain the following
      i. Appropriate task progressions (Standards 4 & 6)
      ii. Effective management and supervision of the class (i.e. safety, feedback, teacher positioning) (Standard 5)
      iii. Clear task presentation for movement tasks (demonstrations, cues, checking for understanding) (Standards 6 & 7)
      iv. Formal assessment for student learning (Standard 8)
E. A formal assessment project with instruments, student data, and analysis (Standard 8)
F. Evaluation completed by the university supervisor (Standards 5-6)
G. Evaluation form completed by the mentor teacher (Standards 5-6)
H. Completed teacher candidate time sheet with both teacher candidate and mentor teacher signatures

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
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<tbody>
<tr>
<td>I Contextual analysis</td>
<td>20</td>
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<tr>
<td>II One Lesson Plan</td>
<td>20</td>
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<tr>
<td>III Assessment Project</td>
<td>30</td>
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<tr>
<td>IV Reflective paper relating what you learn to IPTS &amp; TEP Dispositions</td>
<td>20</td>
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<tr>
<td>V Videotaping and Viewing Confirmation Form</td>
<td>20</td>
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<tr>
<td>VI University Supervisor Evaluation*</td>
<td>50</td>
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<tr>
<td>VII Mentor Teacher’s Evaluation</td>
<td>15</td>
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<tr>
<td>Total Points</td>
<td>175</td>
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**IMPORTANT NOTES:**

The teacher candidate’s (TC) final grade will be determined by the university supervisor with the assistance of the evaluations and assessments by the mentor teacher. (See the form that will be completed by the mentor teacher) You must submit all assignments according to assigned timelines, including time sheet, to earn a passing evaluation for this course.

**All components must achieve a 2-level evaluation on the lesson plans.** Only the original evaluation score will stand, however, the evaluation of the lesson plan will not be recorded until revisions have been made to any components receiving a 1-level evaluation – i.e., the lesson plan will be scored a 0 if revisions are not made and submitted.

You must score **18 points or higher** on the assessment project or repeat it.

You must achieve an acceptable level in the teaching evaluation in order to receive a passing grade in this course.

In summary, the first submission of any assignment counts toward your final grade. However, you must complete all assignments at an acceptable level (C grade or better) to receive a passing grade in this course.

**Grading Scale:**

<table>
<thead>
<tr>
<th>Letter Grade Percentage</th>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>96.9 - 93</td>
<td>B-</td>
</tr>
<tr>
<td>A-</td>
<td>92.9 - 90</td>
<td>C+</td>
</tr>
<tr>
<td>B+</td>
<td>89.9 - 87</td>
<td>C</td>
</tr>
<tr>
<td>B</td>
<td>86.9 – 83</td>
<td>C-</td>
</tr>
</tbody>
</table>

**TEACHER CANDIDATE RESPONSIBILITIES:**

**First School visit:** (This is a mandatory meeting that is very important.)

- Call and set up an appointment with the mentor teacher prior to your first visit
- Introduce self to principal, if available, and school secretary
- Explain the purpose of your visit and inquire about school policies, (i.e., where to park, sign-in and out, etc.)
- Introduce self to mentor teacher
- Obtain teaching schedule of mentor teacher
- Discuss your observing/teaching schedule
- Share university expectations with the mentor teacher (could provide him/her with syllabus package)
- Email university supervisor the day following the first visit with information confirming your schedule, your mentor teacher’s email address, and information about how things went.

**Following visits to the school:**

- Complete a maximum of 5 hours in observing/assisting the mentor teacher
  - Complete contextual analysis during observation hours
- Set up teaching dates and content with your mentor teacher
- Inform your university supervisor of your intended teaching schedule
- Submit completed contextual analysis within one week of finishing first 5 hours of field experience
- Videotape & complete reflection form for a lesson within your first five hours of teaching; the second prior to the completion of 20 hours; the last videotape during last five hours of teaching in your field experience.
< Submit your lesson plan at least one week prior to teaching the lesson and receive feedback from your university supervisor before teaching the lesson. This must be for a lesson at least a week before you are scheduled to complete your field experience.
< Complete your assessment project over 2-3 lessons before completing 20 hours of your experience and submit it.
< Finish experience with a minimum of 25 HOURS TEACHING
< Submit student time sheet with appropriate signatures upon completion of your field experience.

**Recommended Schedule to Complete the Field Experience**

<table>
<thead>
<tr>
<th>Field Experience Hours</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>1-5</td>
<td>Observe and assist mentor teacher; complete contextual analysis and submit; contact University supervisor confirming schedule, providing mentor teacher email, and inform about how things are going</td>
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<tr>
<td>6-15</td>
<td>Plan and teach lessons, provide mentor teacher with lesson plans for approval in advance of teaching; videotape, view, and reflect upon a lesson; assess student learning; contact university supervisor with concerns/problems,</td>
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<tr>
<td>16-22</td>
<td>Arrange to have university supervisor observe and evaluate you teaching a lesson; submit a lesson plan for this one week prior to the lesson; assess student learning; videotape, view, and reflect upon a lesson</td>
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<tr>
<td>23-30</td>
<td>Continue planning and teaching lessons with mentor teacher approval of lesson plans. Complete student assessment project and submit. Videotape, view, and reflect upon a lesson; submit videotaping confirmation form.</td>
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<tr>
<td>Within one week of finishing the 30 hours</td>
<td>Submit final reflection paper. Submit time log. Submit the mentor teacher evaluation or have him/her mail it to your university supervisor.</td>
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</table>

*TCs must complete their 30-hours in no less than five (5) weeks.

**UNIVERSITY SUPERVISOR RESPONSIBILITIES:**

**Early Contact:**
The University supervisor will contact your mentor teacher to see how you are doing before 15 hours have been completed.

**School Visit:**
The school visit will be a prearranged visit (after 15 hours have been completed). Mutual arrangements will be made between the university supervisor and the TC for a time and date that will work for both individuals. It is the TC’s responsibility to call or come in to the university supervisor’s office and provide a couple of possible times and days when he/she would like the university supervisor to visit. During the visit the TC is expected to be conducting a lesson, not conducting a tournament or administering a written test, during the class. A week prior to the university supervisor’s visit, the TC must provide a prepared lesson plan for the class and be approved. If the lesson plan is not acceptable, the university supervisor will ask the TC to revise it and resubmit before the supervisor comes out to observe the TC teaching the lesson. This visit will focus on the TC’s teaching effectiveness. The TC needs to administer some sort of formal assessment within this lesson that is observed. The TC needs to “pass” their evaluation at an “acceptable” or “target” level as identified on the teaching evaluation rubric. If the TC does not pass, he/she will be given another evaluation to try to reach the acceptable level. **It is important that the TC plans so that enough time remains in the semester for a re-evaluation if one is needed.** During the visit the university supervisor will complete a written evaluation of the TC’s teaching. A copy of the evaluation will be provided to the TC.
**Videotaped Lessons:**
The TC will videotape three lessons and respond to questions on the reflection viewing confirmation form. The reflection viewing confirmation form will be submitted to the university supervisor for evaluation within a week of the last videotaping session (see timelines under TC responsibilities). Equipment for videotaping is available from Jennifer in the Kinesiology Dept. Rm. 221. Make a reservation with Jennifer as far in advance as possible to ensure that you get one. Cameras are already reserved for other methods courses. Be sure to have/use a wireless microphone that is in working order with the video camera.

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**PROFESSIONAL ATTIRE FOR WESTERN ILLINOIS UNIVERSITY PHYSICAL EDUCATORS**

This dress code applies to students who are in methods classes, all field experience students, and student teachers.

**Professional Appearance**

Teachers are role models for their students. Regardless of what you or we think about the relevance of a person’s appearance, the fact is that teachers in schools are expected to maintain appropriate professional standards. If you have not discovered it yet, you soon will discover that your appearance makes an impression, which may later affect whether or not you get a job. Your appearance will also affect how others perceive you as an instructor.

We believe it is appropriate that if you are choosing to enter the teaching profession you should begin immediately to model the standards you must meet when you graduate. Because these experiences are primarily for those entering the teaching profession, we would like you to follow the rules expected of you in the public schools you are expected to wear appropriate attire as outlined below. Be sure that your attire matches the expectations of the school where you are teaching.

**Professional dress and appearance includes:**

- Collared white or purple shirt with WIU Department of Kinesiology logo available for purchase from the student professional organization
- Black or dark-colored, professional-looking sweat pants or shorts (no fleece or cotton sweat pants). No jeans or cut-offs. Athletic/coaching shorts/sweat pants, nylon wind pants are acceptable. Please use discretion when wearing khaki pants or cargo pants with belts. For example, they may be appropriate for golf, but not tumbling. (Note: If wearing cargo pants or cargo shorts [baggies with side pocket], make sure they look neat.). Please be sure to wear pants around waist.
- Coordinated sweat outfits with pants and jackets are acceptable.
- Activity shoes (e.g., tennis, basketball, cross-trainer shoes; no sandals, dress shoes, boots, etc.). Shoes must be tied and socks worn.
- A watch
- Do not wear hats indoors. If wearing a hat outdoors, be sure that it is neat, clean, and has only appropriate logos.
- Shirts must be tucked in and shoes tied. A neat and clean personal appearance is required.
- Be conservative in wearing jewelry; no lip, nose, or tongue piercing jewelry. Know the school policy for students on jewelry and be a role model.
- Cover all tattoos.
Do not chew gum (or anything else!) in the gym or classroom.

OTHER POLICIES:

Professional Disposition Expectations:
You are expected to meet dispositions associated with collaboration, honesty/integrity, respect, commitment to learning, emotional maturity, responsibility, fairness, and the belief that all students can learn. Specific expectations associated with these dispositions are listed at http://www.wiu.edu/cpep/dispositions.html. A formal assessment of student dispositions using the TEP Check of Disposition Indicators will be applied in this course.

Electronic Devices - Be sure your cell phone is off or in quiet mode and put away during class. Notebook computers, PDAs, etc., may be used for taking notes, viewing class materials, or other course appropriate activities. However you will be required to put them away if you engage in off-task usage (internet browsing, games, other class work, e-mail, etc.).

Academic Dishonesty – Acts of plagiarism, academic dishonesty, or falsification of any information purporting to be yours relative to this course will result in a failing evaluation for the work. For more information on your rights and responsibilities related to academic dishonesty, refer to http://www.wiu.edu/policies/acintegrity.php

Special Student Needs – In accordance with University policy and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. For the instructor to provide the proper accommodation(s), you must obtain documentation of the need for an accommodation through Disability Support Services and provide it to the instructor. It is imperative that you take the initiative to bring such needs to the instructor’s attention, as s/he is not legally permitted to inquire about such particular needs of students. Students who may require special assistance in emergency evacuations (i.e., fire, tornado, etc.) should contact the instructor as to the most appropriate procedures to follow in such an emergency. Contact Disability Support Services at 298-2512 for additional services.

Writing Center Resource: The University Writing Center is available to assist you with general and specific questions on writing assigned in any discipline and at any academic level. The one-on-one assistance available at the Writing Center is valuable for generating ideas, talking about global-level issues such as organization, and even working through grammatical problems. The University Writing Center is located in Simpkins Hall 341. Call for an appointment (298-2815) and be sure to bring a copy of your assignment.

Western Illinois University
Teacher Education, Conceptual Framework

Empowerment: The creation of a professional community wherein candidates develop the capability, confidence, efficacy, and sense of authority, enabling them to create a community that will positively transform the lives and actions of all learners that engages them in attaining their full potential.

Commitment: A deep emotional and intellectual investment to becoming a caring and compassionate professional dedicated to personal growth, excellence, and service to one’s professional community, with the ultimate aim of empowering all learners.

Action: Professional practice than embodies the focused and skillful application of knowledge and understanding informed by reflection and a deep commitment to learners and their ultimate
empowerment.

**Knowledge:** Informed critically examined research-based, data-driven, and experientially grounded understanding of learners, content, pedagogy, technology, and the standards associated with one’s professional practice.

**Reflection:** Analytical and thoughtful examination of one’s knowledge, understanding, and practice resulting in more targeted and refined action that empowers student learning.

**TPEP vision Statement:**
Our Graduates will be empowered educational professionals deeply committed to continuous learning and the empowerment of all learners

**TPEP Mission Statement:**
The WIU Teacher and Professional Education Program empowers candidates to become educational practitioners who engage in informed action that is grounded in knowledge and reflection; who are deeply committed to the highest standards of professional practice; who are able to adapt to emerging social, economic, and cultural landscapes; who are skilled in the use of technological tools that promote teaching and learning; and who are committed to empowering all learners

Teacher Candidate Schedule

Teacher Candidate (TC) __________________________ School Name ______________________

School Phone ______________________

<table>
<thead>
<tr>
<th>Period</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Notes</th>
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TC Address:

TC Telephone Number:

TC email address:

Preferred Times:

Preferred Level (Circle): Elementary    Middle School    High School    Adapted PE

Preferred Placement/School: