

A GUIDE FOR THE HEALTH AND PHYSICAL EDUCATION METHODS BLOCK

A Field Experience Handbook



Education Program's website:

<http://websites.pdesas.org/UPBTeacherED/default.aspx>

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Mission Statement of the Health and Physical Education Program

The University of Pittsburgh at Bradford is dedicated to the education of students in a world of rapid political, economic, scientific, and cultural change. The Education Program seeks to provide pre-service teachers with specific content knowledge and sound pedagogical strategies enabling them to become effective educators.

The Education Program accomplishes this by:

- ✓ helping students acquire computation, communication, information-gathering, and critical thinking skills.
- ✓ requiring education students to follow the same curriculum as others. This ensures the knowledge base to be equivalent in quality.
- ✓ promoting interaction between students, faculty, and master teachers from area school districts.
- ✓ providing field based experiences through the entire education curriculum.

The University of Pittsburgh at Bradford provides program completers with a foundation for lives that are both professionally fruitful and personally satisfying.



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Goals of the Health and Physical Education Block Placement



To provide the student with opportunities to observe and practice effective methods of instruction.



To provide the student with supervised experiences in planning lessons, planning units of instruction, and evaluating learners' progress.



To provide the student with planned experiences in analyzing his/her own teaching performances and using feedback from others to enhance and refine his/her teaching skills.



To encourage students to complete the blocks as designed to maximize the learning sequence:

- **Field Block (Fall Semester)**

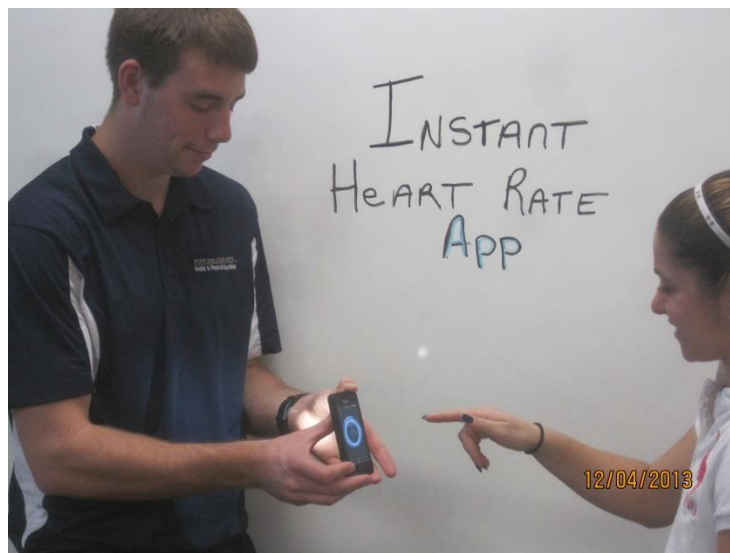
HPEDU 1400 Methods of Teaching Health and Physical Education

HPEDU 1451 Capstone

- **Spring Semester**

HPEDU 1300 Adaptive Physical Education

HPEDU 1320 Teaching Health



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Requirements for Students

There is one method block for Health and Physical Education and it will be taken during the fall semester. Methods of Health and Physical Education make up the methods component of the field block. The Capstone in Health and Physical Education will be taken during the field block. The block has a 150 hour field requirement and two placements will be arranged for the students. Each placement will be at a different grade level. Students are required to arrange a convenient schedule with the cooperating teacher and must complete the hours within 10 weeks. A time log will be used to track the hours, and the cooperating teacher must sign the log. Any excused absence must be cleared by Dr. Shelly Klinek. Make-up hours may be required.

Students must arrange the schedule for the field hours around any other Pitt-Bradford courses they are enrolled in. Students will also meet periodically with the professor of the methods courses.

Students will receive a grade for each course offered in the block as well as a grade for the field placement. If it is determined that a student did not pass one of the field placements, the placement must be repeated before the student will be permitted to continue with student teaching.

Students are expected to purchase and wear University of Pittsburgh at Bradford Health and Physical Education uniforms. Students are not to show tattoos or facial piercings, and males must be clean shaven. An Education Program name badge must be worn at all times.



Communication

Contact the mentor teacher two (2) weeks prior to the placement and note it in your journal.



Daily Journal

Keep a daily journal of observations and reflections while working in the field. Each entry should be dated and neatly written as a record of your experiences. On the first page or inside cover, keep a running list of ideas that you will “take with you.” You will be provided with a list of questions to guide the journal experience, and facilitate reflection. Part of the assessment for this assignment will be the degree you have addressed each of the assigned questions. The last journal entry must be a self-evaluation and reflection of the overall field block experience. The journal will serve as a resource for writing the summative papers required for each course and will be reviewed by the instructors.

PLEASE NOTE: Do NOT refer to students by name when writing classroom observations as it is a violation of confidentiality.

Course Specific Requirements

HPEDU 1300 ADAPTIVE PHYSICAL EDUCATION

Field Experience: Students will spend a minimum of ten hours teaching a class in an area school. From this experience, students will maintain a reflective journal, write lesson plans, and identify a student with a disability for the purpose of diagnostic prescriptive teaching.

Assessment Project: Students will develop an assessment instrument for use with his/her student. From a prior learning assessment, each student will work with the cooperating teacher to plan a unit of instruction. Every student will utilize formative assessments and a journal, constantly modifying instruction to the needs of diverse learners. Upon conclusion of the unit, students will utilize a summative assessment instrument to identify genuine learning outcomes from the project. Students will write a narrative utilizing assessment data, lesson plans, previous work from the research paper, discussions with significant adults in the child's environment, and the reflective journal.

HPEDU 1320 TEACHING HEALTH

Peer Teaching: Students will teach their peers, no less than three times, health education content assigned by the instructor.

Lesson Plans: Students will write lesson plans for each lesson taught.

Unit Plan: Students will write a unit plan over one of the topics assigned. Included in the unit plan will be a list of at least ten goals, a block schedule, sequential list of skills and concepts, a section on teaching methods and strategies, and a bulletin board.

Field Experience: Students will spend a minimum of ten hours teaching a health class in an area school.

HPEDU 1400 METHODS OF HEALTH AND PHYSICAL EDUCATION

Lesson Plans: Students will write at least one lesson plan per week for material being taught in the field. At least two of those lesson plans will address the goal of teaching reading in the content area.

Teaching Reading in the Content Area (Paper): Students will research and write a paper that explores ideas of teaching reading in physical education.

Scope and Sequence Assignment: Students will take one advanced motor skill and develop a scope and sequence chart as a curriculum project. The chart will demonstrate knowledge of specific strategies, prerequisite fundamental skills, motor abilities, concepts that need to be taught commensurate with developmental age from Kindergarten through high school graduation. A short paper will accompany the chart to explain how the curriculum works to move a child from the "pre-control" stage of learning to movement "proficiency."

Assessment Instruments: Students will develop their own psychomotor, cognitive, and affective assessment instruments, and pilot test them on students in the field. Students will present them to the class. Students will supply copies of the test to classmates. Students will write a short reflection paper evaluating the pros and cons of each assessment.

HPEDU 1451 CAPSTONE IN HEALTH AND PHYSICAL EDUCATION

Research Paper: Students will research and write a paper citing ten or more sources including a theory and theorist that describes the capstone activity that was done.

Resume: Students will prepare a professional resume for use in seeking an educational position.

Mock Interview: Students will prepare and demonstrate competence in a job interview.



Assessment of Pre-Service Teacher

NAME _____ Grade Level(s) _____ Topic _____

Please circle the appropriate rating and provide comments where appropriate. Please share your evaluation with your pre-service teacher individually.

- 0 - Strongly disagree
- 1 – Disagree
- 2 – Undecided
- 3 – Agree
- 4 – Strongly Agree

1. **Content Knowledge:** The intern understands physical education content, disciplinary concepts, and tools of inquiry related to the development of a physically educated person.

0 1 2 3 4

Comments:

2. **Growth and Development:** The intern understands how individuals learn and develop, and can provide opportunities that support their physical, cognitive, social, and emotional development.

0 1 2 3 4

Comments:

3. **Diverse Learners:** The intern understands how individuals differ in their approaches to learning and creates appropriate instruction adapted to diverse learners.

0 1 2 3 4

Comments:

4. **Management and Motivation:** The intern uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

0 1 2 3 4

Comments:

5. **Communication:** The intern uses knowledge of effective verbal, nonverbal, and media communication techniques to foster inquiry, collaboration, and engagement in physical activity settings.

0 1 2 3 4

Comments:

6. **Planning and Instruction:** The intern plans and implements a variety of developmentally appropriate instructional strategies to develop physically educated individuals.

0 1 2 3 4

Comments:

7. **Learner Assessment:** The intern understands and uses formal and informal assessment strategies to foster physical, cognitive, social and emotional development of learners in physical activity.

0 1 2 3 4

Comments:

8. **Reflection:** The intern is a reflective practitioner who evaluates the effects of his/her actions on others and seeks opportunities to grow professionally.

0 1 2 3 4

Comments:

9. **Technology:** The intern uses information technology to enhance learning and personal and professional productivity.

0 1 2 3 4

Comments:

10. **Collaboration:** The intern fosters relationships with colleagues to support learners' growth and well-being.

0 1 2 3 4

Comments:

Supervisor signature: _____

(date)

Student signature: _____

(date)

Final Assessment of H/PE Student

Student Name _____ Date of Assessment _____

School _____ Grade Level _____

Ratings: 0 = lacks competency 1 = needs improvement 2 = adequate 3 = satisfactory 4 =excellent

The Student:

| | |
|---|---------------------------|
| Exhibits confidence in both the secondary and university classrooms | 0.....1.....2.....3.....4 |
| Exhibits a positive attitude toward field classroom work | 0.....1.....2.....3.....4 |
| Has a pleasant and friendly demeanor in the public school setting | 0.....1.....2.....3.....4 |
| Developing a professional attitude in behavior, language, dress and interactions | 0.....1.....2.....3.....4 |
| Plans lessons thoroughly, integrating an understanding of state standards | 0.....1.....2.....3.....4 |
| Demonstrates creativity in planning activities | 0.....1.....2.....3.....4 |
| Presents lessons well, indicating understanding of students' developmental levels | 0.....1.....2.....3.....4 |
| Actively reflects on and evaluates own teaching | 0.....1.....2.....3.....4 |
| Asks for help/guidance from University professors, clinical faculty and peers | 0.....1.....2.....3.....4 |
| Responds positively to feedback | 0.....1.....2.....3.....4 |
| Uses appropriate language skills | 0.....1.....2.....3.....4 |
| Interacts well with other interns and school personnel | 0.....1.....2.....3.....4 |
| Interacts well with students in classroom setting | 0.....1.....2.....3.....4 |
| Has become a positive part of the Field Block school | 0.....1.....2.....3.....4 |
| Able to construct unit plan with special attention to state learning standards | 0.....1.....2.....3.....4 |
| Uses a variety of technologies and other materials in teaching | 0.....1.....2.....3.....4 |
| Demonstrates an understanding of the purposes of assessment | 0.....1.....2.....3.....4 |

| | |
|---|---------------------------|
| Is able to demonstrate real student learning outcomes in students | 0.....1.....2.....3.....4 |
| Uses assessments to plan and modify teaching plans | 0.....1.....2.....3.....4 |
| Prepares lessons that accommodate diverse learners | 0.....1.....2.....3.....4 |
| Shows growth in lesson planning | 0.....1.....2.....3.....4 |
| Demonstrates the ability to be a reflective educator | 0.....1.....2.....3.....4 |

Additional Comments:

University Faculty Signature _____

(date)

Cooperating Teacher Signature _____

(date)

Student Signature _____

(date)

