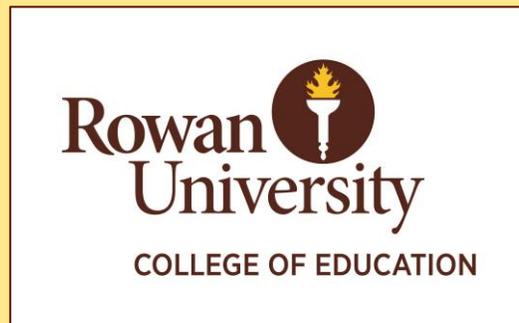


Clinical Experience Handbook

Health & Physical Education



Department of Science, Technology, Engineering,
Arts & Mathematics Education

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About This Handbook

This handbook is designed to provide guidelines and protocols specific to teacher candidates in clinical practice in health and physical education. Please carefully review all information pertaining to this culminating field experience

Overview of Handbook

The Handbook for Clinical Experience in Health and Physical Education is designed to provide guidelines and protocols to Students for field work in Health and Physical Education. The Handbook begins with the preliminary requirements field experience students must complete prior to their first day. The subsequent sections describe each component of the experience, including general professional responsibilities; daily logs; observations of the learning community; and supplemental teaching evaluation. Every Teacher Candidate is **required** to develop a portfolio that provides evidence of how each section outlined in this handbook was satisfied.

Graduates of this teacher preparation program will demonstrate:

- The knowledge, performances, and dispositions as outlined in the Society of Health & Physical Educators (SHAPE) Standards for Beginning Teachers
(<http://www.ncate.org/LinkClick.aspx?fileticket=9jpRd%2B5aH84%3D&tabid=676>)
- Elements of the New Jersey Professional Standards for Teachers
(<http://www.state.nj.us/education/profdev/profstand/teacherstandardsoverview.pdf>);
- Competence in the four domains of the Danielson Framework for Teaching
(<http://danielsongroup.org/framework/>)

Fall 2018 Schedule

First Meeting: Wednesday, September 5th - 9:00 am and 12 noon
Based on class listing in Conference Room (TBA)

- Distribution of Clinical Experience Handbook and Confirmed Contract assignments
- Contractual agreements and Benchmarks
- Suggested College Supervisors

Second Meeting: Wednesday, September 12th - 9:00 am to 12 noon; Conference Room (TBA)

- Supervisor requirements and individual requirements
- Finalize Assignments to schools! Portfolio and Resume

Third Meeting: Wednesday, September 19th - 9:00am to 12:00 pm; Conference Room (TBA)

- Finalize Rubric Evaluations
- Clarification of Contracts, Initial School Visitations
- Meet with assigned College Supervisors and Finalize
- Portfolio information along with the final evaluation responsibility

4th Wednesday: September 26th - Use this week to contact your schools and prepare for initial visitations!

October	3 rd – visit 1 A: 10 th - visit 2 A 17 th – visit 3 A: 24 th - visit 4 A 31 st – visit 5 A:	November	7 th - visit 1 B: 14 th – visit 2 B 21 st – visit 3 B: 28 th – visit 4 B
		December	5 th – visit 5 B

NOTE: Back on Campus December 12th for final supervisor reviews!

Teacher Candidate Checklist for Clinical Experience

Candidate Name: _____ Date: _____

Assigned School: _____ Phone: _____

College Supervisor: _____

Level of Experience: _____ Elementary _____ Secondary

RESPONSIBILITIES

Supervisor Initials

- | | |
|--|-------|
| 1. MAP – Before first visit | _____ |
| 2. Cooperating Teacher (s) Assigned | _____ |
| 3. Cooperating Teacher (s) schedule before first visit | _____ |
| 4. Daily Logs | _____ |
| 5. Time Analysis | _____ |
| 6. Classroom Observations outside P.E. | _____ |
| 7. Observations of Physical Education Classes | _____ |
| 8. Interviews | _____ |
| 9. Self-Analysis of lesson taught | _____ |
| 10. Lesson Plan | _____ |
| 11. Collaborating Teacher Evaluation | _____ |
| 12. Notebook format | _____ |

Responsibilities Of Teacher Candidate, Supervisors & Collaborating Teacher

I. Teacher Candidate Responsibilities:

- a. 5 visits (A) and 5 visits (B) assigned school
- b. Complete 5 daily log activity sheets for assigned school
- c. Complete a map, along with directions to each school
- d. Complete a time analysis for activity class and health for each school assigned
- e. Deliver letter from Coordinators' office to Cooperating Teacher and Principal
 - i. (Note that you must be observed by the College Supervisor teaching one lesson for
- f. Visit A and one lesson for visit B)
- g. One classroom observation of area outside Physical Education from each school
- h. One observation of Physical Education class from each assigned school
- i. Two interviews from each school assigned – one for the cooperating teaching and
- j. One from a school administrator!
- k. Have cooperating teacher complete a summative evaluation and put it in the Rowan self-addressed envelope.
 - i. Note: all information should be kept in a notebook format!
 - ii. Note: all Clinical Experience students will be held accountable for Fitness Testing at the end of the semester.

II. College Supervisor Responsibilities:

- a. Will receive from .5 to 2 hours for time spent
- b. Participation in meetings with assigned group of students on assigned date
- c. Visit each assigned school once during each session
- d. (The supervisor will be required to observe you teaching one lesson per school)
- e. Collect and check the following:
- f. Student daily logs
- g. Time analysis
- h. Checklist or contents *
- i. Interviews
- j. Observations
- k. Collaborating teacher confirmation or evaluation sheet *
- l. The contents must be collected in notebook format and word processed!
- m. Students will be graded by the College Standard Grading System
- n. Each student should get Office Phone number and E-mail address for contacts
- o. Complete travel voucher as indicated by the main office

III. Collaborating Teacher Responsibilities:

- a. Mentor the teacher candidate
- b. Allow students opportunity to observe, participate and assist in teaching
- c. Follow prescribed format requested in the formal letter
- d. Assist student in completing observations, interviews, participation in activities and working with lessons for prospective teaching, if the opportunity occurs!
- e. Complete an evaluation on each student assigned and return to Rowan or the College supervisor assigned

**Department of Science, Technology, Engineering, Arts & Mathematics Education
Health & Physical Education Program**

TO: Collaborating Teacher for Health and Physical Education
FROM: Mr. Pinckney

Dear Collaborating Teacher:

The Department of Health and Exercise Science at Rowan University would like to take this opportunity to say thank you for assisting in our Clinical Field Experience. It is intended that each student complete 5 days at the elementary and secondary level and be exposed to the following experiences:

1st Visit: Meet with the cooperating teacher, receive a schedule of all visitations and make any necessary adjustments. Observe classes in Health, Physical Education and/or other academic areas.

2nd & 3rd: While in appropriate professional dress, students will observe and participate in classes as mentioned above. Students will interview one related professional person (ex: Principal, Vice-Principal, School nurse, A.D., HPE Chairperson or Coordinator). The cooperating teacher will help identify an outstanding teacher for future observation.

4th: The student will: (1) participate in a portion of one or more lessons, under the guidance of the assigned teacher(s); (2) observe one class taught by the designated outstanding teacher; and (3) submit lesson plans to be taught during the fourth visit.

5th: Student will assist in the teaching of lessons prepared by the cooperating teacher or will teach a lesson or lessons prepared by the student. The student must teach and be observed by the College Supervisor for one lesson!

It is important that each student have hands-on experience in the health class and the gymnasium. Teaching tips and suggestions you wish to give will be greatly appreciated. Students are expected to stay the full day.

Again, thank you for providing this laboratory experience to our junior professional preparation students. This experience is a prerequisite for Clinical Practice in student teaching. We appreciate any and all comments concerning the potential of the field experience students. A self-addressed envelope and final evaluation form will be provided.

**CLINICAL FIELD EXPERIENCE – MAP/INFO
(DUE BEFORE FIRST VISIT)**

YOUR NAME: _____ DATE: _____

Your College Phone: _____ College Address: _____

School Assigned to: _____

Address & Town: _____

Principal: _____ Phone: _____

Name of Cooperating Teacher: _____

If your supervisor needs only an address in order to In the space below, you are to draw a map from Esbjornson Gym to your assigned school for the Clinical Field Experience. Provide directions, route numbers, street names, mileage, landmarks and other information which you feel is necessary.

Physical Education Class Time Analysis

School _____ Date _____
 Grade Level _____ Class Size: Males _____ Females _____
 P.E. _____ or Health _____ Activity or Topic of Class _____

Elem. Experience: Analyze one lower grade and one upper grade. (i.e.: 2nd & 5th grade)
 Secondary Experience: Analyze a Health & P.E. or two P.E. classes.

1. Determine, in minutes, the clock time from beginning to end of class period.
2. Determine, in minutes, the time on each segment as the class progresses.
3. Note the activity in one of the three blocks to the right.

Example:

8:05	7 min.	NA	NA	Warm-ups
------	--------	----	----	----------

Clock Time	Time on Segment	Administrative	Instructional	Student Participation

Total minutes to class period: _____

Determine The Following:

- | | |
|--|---------------|
| 1.Total Administrative Time (i.e., roll, equip., dressing, discipline, transitions, etc.) | Minutes _____ |
| 2.Total Instructional Time (i.e., lecture, demonstration, answering questions, etc.) | _____ |
| 3.Total Time Students Actually Participated (i.e., exercise, drills, playing, running, etc.) | _____ |

Health Education Class Time Analysis

School _____ Date _____
 Grade Level _____ Class Size: Males _____ Females _____
 P.E. _____ or Health _____ Activity or Topic of Class _____

Elem. Experience: Analyze one lower grade and one upper grade. (i.e.: 2nd & 5th grade)
 Secondary Experience: Analyze a Health & P.E. or two P.E. classes.

1. Determine, in minutes, the clock time from beginning to end of class period.
2. Determine, in minutes, the time on each segment as the class progresses.
3. Note the activity in one of the three blocks to the right.

Example:

8:05	7 min.	Taking roll	NA	NA
------	--------	-------------	----	----

Clock Time	Time on Segment	Administrative	Instructional	Student Participating

Total minutes to class period: _____

Determine The Following:

- | | |
|--|----------------------|
| 1.Total Administrative Time (roll, equip., dressing, discipline, changing activities, etc.) | Minutes _____ |
| 2.Total Instructional Time (lecture, demonstration, answering questions, etc.) | _____ |
| 3.Total Time Students Actually Participated (exercise, drills, playing, running, etc.) | _____ |

OBSERVATION in one Area Outside Health & Physical Education

The purpose of the classroom observation is to note methods and procedures utilized to achieve objectives.

Name Class: _____ **Grade Level:** _____ **Time:** _____

Describe Your Observation (Identify the situation and describe the observed behaviors/actions, then give your opinion about the reasons for, or the importance of, the observation):

OBSERVATION in Health & Physical Education

The purpose of the classroom observation is to note methods and procedures utilized to achieve objectives.

Name Class: _____ **Grade Level:** _____ **Time:** _____

Describe Your Observation (Identify the situation and describe the observed behaviors/actions, then give your opinion about the reasons for, or the importance of, the observation):

Interview Form

The following form is to be used as a guide to the interviews you have with people in the schools you are assigned to as part of the Junior Field Experience. Possible people to interview would be: Principal, Vice-Principal, Secretary, School Nurse, Nurse, Physical Education Chairman, Athletic Director, Counselor, and/or others.

Class Members Name: _____ Date: _____

Person Interviewed and School: _____

Interviewees Position: _____

Years in education: _____ Years in this Position: _____

Brief description of your job, duties, and/or assignments:

Please give some of the problems associated with your position:

Please give some reasons you enjoy your job/position:

Class Member: If you use other questions, please provide paper with questions and responses.

LESSON PLAN
ROWAN UNIVERSITY DEPARTMENT OF HEALTH AND EXERCISE SCIENCE
HEALTH & PHYSICAL EDUCATION

Teacher: _____ Unit Title: _____ Lesson # ___ of ___. Title: ___ Grade level: ___ Duration of class: ___ Number of students: ___
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A. Lesson Context

<p>Rationale (Explain relevance of this lesson to overall unit):</p> <p>How this lesson builds on students' <i>prior knowledge & abilities</i> and/or on the <i>previous lesson</i>:</p> <p>How this lesson prepares students for the <i>next lesson</i> in the sequence/unit:</p> <p>Anticipated difficulties and how they will be addressed:</p> <p>Resources, Equipment and Materials:</p>
--

B. Learning Outcomes, [CPIs](#) & Evidence

Learning Outcomes	CPI #	Assessment Evidence
Psychomotor:		
Cognitive:		
Affective:		

C. Detailed Lesson Description

Timeline	Detailed Lesson Content, Procedures and Instructional Strategies

D. Reflection

<p>Student Outcomes: Describe degree to which students met each learning outcome:</p>
<p>Teacher Effectiveness: What went well? What needs work? What modifications are necessary?</p>

APPENDICES (Insert or attach additional lesson documents, e.g., handouts, PowerPoints, worksheets, assessment tools, etc.)

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Rowan University Health and Physical Education Lesson Plan Writing Guide

Lesson Information (Unit Title; Lesson Title, # of Lesson in Unit)

Background Information (Grade, # of students, Length of Lesson)

Section A. (Lesson Context)

Rationale (Describe why this is an important lesson for students)

Anticipated Difficulties (Potential problems to watch out for (i.e. safety issues, discussion topic difficulties, etc.), and **how they will be addressed**)

Describe how this lesson builds on what students learned in the previous lesson, **and** how the learning activities in this lesson **link** it to the following lesson-how/why lessons are **sequenced**

Resources and Materials needed (Identify any resources/equipment needed to conduct the lesson)

Section B. (Learning Outcomes/Objectives, CPIs & Assessment Evidence)

<ul style="list-style-type: none">- <u>Student Lesson Outcomes</u> (Behavioral Objectives) Cognitive, Affective, Psychomotor. Use ABCD format (Audience-Behavior-Condition-degree of success)- <u>SHAPE Grade level learning outcome & NJ Learning Outcome Number</u>. Include Standard-Grade-Strand-CPI), on NJ Learning Outcomes for each objective (e.g., 2.5.8.A1)	<ul style="list-style-type: none">- <u>Student Assessment</u> (Describe how evidence will be gathered to measure the degree to which students meet objectives; e.g., written test, exit slip, discussion, demonstration, written assignment, participation, self/peer evaluation, skill/game performance, etc.)
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Section C. (Learning Activities & Instructional Strategies*)

- **Introductory Activities** (Opening activity/Do Now, warm up, lesson focus/ anticipatory set, review, etc.)
- **Learning Focus Activities** (New Material, Description of Activity, or Skill Development Activities – at least three different activities for P.E. skills/strategies)
- **Culminating Activity** (Interactive/Application Activity/Discussion; Culminating Game or Performance, Assessment Activity)
- **Closure** – review of key lesson points; celebration of accomplishments; preview of next lesson

* **Procedure:** Including timeline, classroom management, groupings, transitions, etc. Provide a step-by-step progress of entire lesson.

* **Instruction:** Include differentiation, modifications and/or refinements based on grade level, environment and/or students with special needs, and **key learning cues**

Section D. (Reflection)

Student outcomes: Using the evidence gathered in student assessment, describe student performance in terms of the degree to which they met **each** of the objectives (psychomotor, cognitive, affective).

Teacher Effectiveness: Analyze your instructional effectiveness [organization, instruction, supervision and feedback]. What went well? What needs work? Describe how you would modify or adapt the lesson to improve student outcomes.

Lesson Reflection

Candidate: _____ Collaborating Teacher _____

Signature: _____

NOTE: IF YOU HAVE A CHANCE TO TEACH ANY LESSON: Attach a copy of the lesson plan taught! If possible try to have another teacher observe your teaching and evaluate it based on their teacher evaluation format. Complete a reflection on your lesson. Indicate what could have been done differently/may need to be changed if given another opportunity to teach.

Lesson Plan:

Sufficient (useable) & Complete, Objectives clear, Time estimate appropriate, Class Organization, teaching methods & equipment use well-planned

Personal Qualifications:

Knowledge of subject, communication with students, grammar & language, enthusiasm, appearance

Instruction:

Students are motivated & challenged, Directions clear, Teacher uses appropriate safety Precautions, feedback & discipline

Instructional Strategies:

Variety of instructional methods, visual aids & demonstrations appropriately used, students are involved & active

Organization:

Well thought out & flows smoothly, Equipment & space used effectively, not too much teacher talk, lesson closure completed smoothly

Comment on Positive Aspects:

Comment on Areas for Improvement:

Rowan University College Of Education

Clinical Experience Teacher Candidate Performance Evaluation by Collaborating Teacher

Signature _____ Candidate Name _____ Date _____

RATINGS: EE – Exceeds Expectations; ME – Meets Expectations; DN – Does Not ME
(Circle Rating and Check off Rationale only if it applies)

1. Non-Negotiable Responsibilities - Takes initiative in school and university responsibilities. Models professional leadership & ethical behavior

12.1 rating

ME Teacher Candidate must meet all of these expectations

- Rationale for Rating –
1. Dispositional Attitude well done
 2. Worked well with entire school community
 3. Represented Rowan and the HPE program well!

2. Instructional Planning and Strategies – Teacher candidates understand instructional planning, design long and short terms plans based on knowledge of subject matter, students, community, and curriculum goals, and employ a variety of developmentally appropriate strategies to promote critical thinking, problem solving and the performance skills of all learners.

4.3 rating

- EE Rationale for Rating –
1. Lessons were enjoyed by all student needs and abilities
- ME
2. Lessons were well defined for all levels of students
- DN
3. Terminology good for student levels

3. Subject Matter Knowledge – Teacher candidates understand the central concepts, tools of inquiry, and structures of the discipline, especially as they relate to the NJCCCS, and designed developmentally appropriate learning experiences making the subject matter accessible and meaningful to all students.

1.3 rating

- EE
- ME Rationale for Rating -
1. lessons written according to NJCCCS.
- DN
2. Lesson plans based on standards.

4. Human Growth and Development – Teacher candidates understand how children and adolescents develop and learn in a variety of school, family and community contexts and provide opportunities that support their intellectual, social, emotional and physical development.

2.2 rating

- EE Rationale for Rating –
1. Used variety of resources to develop lesson.
- ME
2. Prepared for lesson
- DN
3. Understood objectives needed for student level
 4. Understood diverse level of student

5. Diverse Learners – Teacher candidates understand the practice of culturally responsive teaching.

3.4 rating

- EE Rationale for Rating –
1. Activities were meaningful and interesting to student
- ME
2. Lessons based on student needs and interest level
- DN

6. Special Needs – Teacher candidates will adapt and modify instruction to accommodate the special learning needs of all students.

7.3 rating

EE	Rationale for Rating –	1. Modified lessons based on uniqueness of class!
ME		2. Discussed with Coop individual needs and interest of the class
DN		3. Used a variety of activities, options and strategies to accommodate class level

7. Learning Environment – Teacher Candidates understand individual and group motivation and behavior and create a learning environment that encourage positive social interaction, active engagement in learning, and self-motivation.

6.1 rating

EE	Rationale for Rating –	1. Variety of activities and options were available
ME		2. Allowed for individual and group work
DN		3. A number of strategies used to make teaching effective

8. Communication – Teacher candidates will use knowledge of effective verbal, nonverbal and written communication techniques and the tools of information literacy to foster the use of inquiry, collaboration and supportive interactions.

8.1 rating

EE	Rationale for Rating –	1. Oral communication was good with use of language
ME		2. Good ability to get thoughts and knowledge across to students
DN		3. Was easily understood

9. Assessment – Teacher candidates understand and use multiple assessment strategies and interpret results to evaluate and promote student learning and to modify instruction to foster the continuous development of students.

5.1 rating

EE	Rationale for Rating -	1. Was able to evaluate lesson effectiveness by way of question/answers! Inquiry.
ME		2. Evaluated and discussed options with Coop!
DN		

10. Collaboration and Partnerships – Teacher candidates build relationships with parents, guardians, families and agencies in the larger community to support students learning and well-being.

9.2 rating

EE	Rationale for Rating –	1. Students, Staff and teachers accepted and had good relationship
ME		2. Confident in abilities! Observed and caught on quickly
DN		3. Made attempt to be involved and learn about the school community

11. Dispositions – Instructional Leadership (Views self as instructional leader more so than a manager of the class)

11.1 rating

EE	Rationale for Rating –	1. Appearance and actions were positive
ME		2. Attended all sessions promptly – on time
DN		3. Fulfilled all requirements

12. Developmental Perspective (Assumes that individuals pass through dynamic stages of growth as they mature)

11.2 rating

EE Rationale for Rating – 1. Lessons were based on student needs and interest & characteristics
ME 2. Diversity of students were considered
DN 3. Used resources to accommodate for students abilities

13. Cooperative Disposition (Sees cooperation as critical to enhancing learning and growth for all members of a community.)

11.3 rating

EE Rationale for Rating – 1. Lessons and activities took into consideration the
ME diversity of groups and community
DN 2. Sought out background and uniqueness of each class involved

14. Reflective Orientation (Values reflection as a process of making sense of complex classroom events and not a single set of guidelines for problem solving)

11.4 rating

EE Rationale for Rating – 1. Was able to reflect on lessons
ME 2. Made adjustments when necessary based on student
DN abilities and developmental level
3. Evaluated lessons and class reaction
4. Modified lessons according to class and Coop's input

15. Professional Development – Teacher candidate participate as active, responsible member of professional community, engaging in a wide range of reflective practices, pursuing opportunities to grow professionally and establish collegial relationships to enhance the teaching and learning process.

10.3 rating

EE Rationale for Rating – 1. Develop rapport with staff, departments throughout
ME building
DN 2. Behavior and professionalism well developed
3. Good demeanor and personality