

# A GUIDE FOR THE HEALTH AND PHYSICAL EDUCATION PROGRAM

A Field Experience Handbook



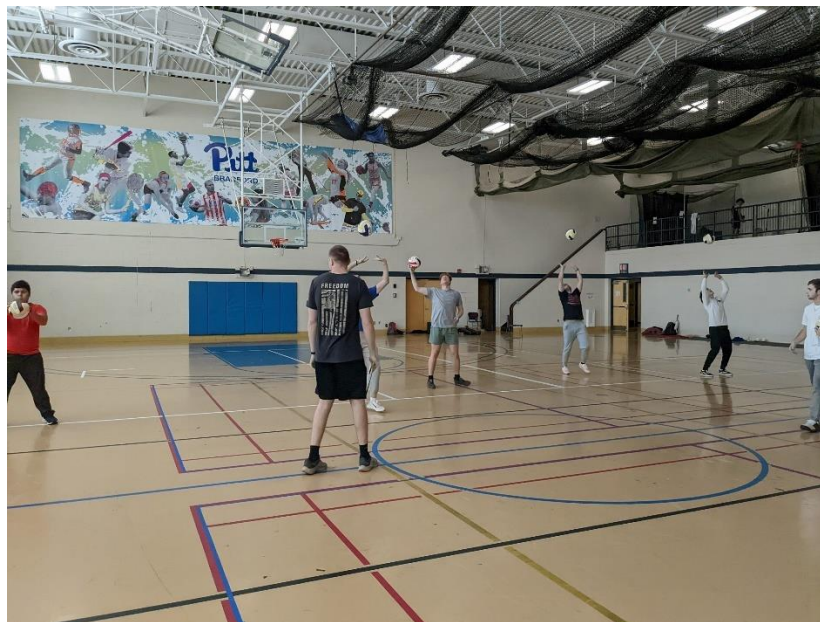
Education Program's website:

<https://upb.pitt.edu/teacher-education-program>

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## Mission Statement of the Health and Physical Education Program

The University of Pittsburgh at Bradford is a student-focused and inclusive educational community dedicated to the education of students in a world of rapid political, economic, scientific, and cultural change. The Education Program seeks to graduate Health and Physical Education teachers who have sound pedagogical strategies and knowledge of theories and practices to help them promote health, physical activity and wellness in PK-12 settings. We prepare our graduates to become responsible and productive citizens of a globally connected and sustainable world who value and embrace diverse perspectives and are innovative facilitators of learning in a diverse world.

The Education Program accomplishes this by:

- ✓ helping students acquire communication, information-gathering, critical thinking skills and technological proficiency.
- ✓ requiring education students to follow Pitt-Bradford's General Education curriculum requirements, the same requirement for all majors. This ensures every student graduates with an appreciation and understanding of the many other fields of study that affect our understanding of the human experience.
- ✓ promoting collaboration among classmates, faculty and master teachers and administrators in area school districts.
- ✓ providing cross-curricular collaboration within our program and with area school districts.
- ✓ providing field based experiences through the entire education curriculum.
- ✓ designing culturally affirming, relevant and sustaining learning experiences that will foster real world experiences.
- ✓ demonstrating the code of ethics required of educators.


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


*Mission Statement Revised February 2023*





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## Goals of the Health and Physical Education Program Field Experiences


 To provide students with opportunities to observe and practice effective methods of instruction that will help them to develop concepts and practices for educating students in the health and physical education field.

 To assist students with understanding the methodology of personal health and wellness.

 To provide students with supervised experiences in planning lessons and planning units of instruction for the development of motor skills and physical activity competencies, and to also evaluate learners' progress.

 To assist students in developing the knowledge base for improving the physical, mental, emotional and social wellness practices of their students.

 To provide students with planned experiences in analyzing their own teaching performances and using feedback from others to enhance and refine their teaching skills.

 To encourage students to complete the semesters as designed to maximize the learning sequence and to prepare them for successful field experiences.

- **Fall Semester**  
HPEDU 1400 Methods of Teaching Physical Education  
EDUC 1451 Education Capstone
- **Spring Semester**  
HPEDU 1300 Adaptive Physical Education  
HPEDU 1321 Methods of Teaching Health



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## Requirements for Students

Each semester will have an extensive field requirement. For Methods of Teaching Physical Education, students will complete 75 hours with a physical education teacher. For Methods of Teaching Health, students will complete 75 hours in a health classroom. Adaptive Physical Education requires 5 hours in a physical education class where there is an adaptive need. 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 Professor Amanda Davis.

The program coordinator will arrange the placements for each course with the exception of Adaptive Physical Education, which students will arrange. Students must work with the cooperating teachers to arrange a convenient schedule for completing the hours and course requirements.

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.

Professional attire and appearance are expected at all times. No visible tattoos, no tongue, eyebrow, lip or nose piercings and no unnatural hair colors (blue, green, pink, purple, etc.) are acceptable for Pitt-Bradford teacher candidates when they go to schools. Men should wear slacks, shirt and tie. Women should select comparable clothing. Avoid tight-fitting garments and low-cut tops. Health and Physical Education majors can wear appropriate attire for physical education classes in the gym. Name badges must be worn at all times.



### Lesson Plans

Students will teach two supervised lessons and create a professional unit plan each semester. The required Pitt-Bradford Lesson Plan Template must be used.



### Reflections

Keep a daily journal of observations and reflections while working in the field. Each entry should be dated and neatly written to keep a record of experiences. Students will be provided with a list of questions to assist with reflections. The last reflection must be a self-evaluation of the overall field experience. The completed reflections will serve as a resource for the final project.



## **COURSE SPECIFIC REQUIREMENTS**

### **HPEDU 1300 ADAPTIVE PHYSICAL EDUCATION**

Field Experience: Students will spend a minimum of five hours in a physical education class where there is an adaptive physical education need. During this experience, maintain a reflective journal and identify a student with a disability for the purpose of diagnostic prescriptive teaching.

Lesson Plans: Write and teach two lesson plans using the required Pitt-Bradford Lesson Plan Template. Lesson plans must be approved by Professor Davis and the cooperating teacher in advance of teaching the lessons.

### **HPEDU 1321 METHODS OF TEACHING HEALTH**

Field Experience: Students will spend 75 hours in a health classroom.

Lesson Plans: Two Lesson plans will be written using the required Pitt-Bradford Lesson Plan Template. Lesson plans must be approved by Professor Davis and the cooperating teacher in advance of teaching the lessons in a health classroom.

Unit Plan: Students will create a unit plan, which includes lessons plans and assessments on a topic assigned by the cooperating teacher. Included in the unit plan will be goals, a schedule, sequential list of skills and concepts, a section on teaching methods and strategies and a bulletin board.

Assessment Instruments: Students will develop their own assessment instruments, and with permission from the cooperating teacher, may pilot them in the field experience. Students will present the designed assessments to peers to be used as a resource.

### **HPEDU 1400 METHODS OF TEACHING PHYSICAL EDUCATION**

Field Experience: Students will spend 75 hours in a physical education placement.

Lesson Plans: Two Lesson plans will be written using the required Pitt-Bradford Lesson Plan Template. Lesson plans must be approved by Professor Davis and the cooperating teacher in advance of teaching the lessons in a physical education environment.

Unit Plan: Students will create a unit plan, which includes lessons plans and assessments on a topic assigned by the cooperating teacher. Included in the unit plan will be goals, a schedule, sequential list of skills and concepts, a section on teaching methods and strategies and a bulletin board.

Teaching Across the Curriculum: Students will research and write a paper that explores ideas of teaching across the curriculum in physical education.

Assessment Instruments: Students will develop their own assessment instruments, and with permission from the cooperating teacher, may pilot them in the field experience. Students will present the designed assessments to peers to be used as a resource.

**Framework for Teaching Health and Physical Education  
University of Pittsburgh at Bradford**

Progress Checklist that Indicates Performance of Methods/Field Students Experience in Schools

**Student Name:**

**Date:**

**Domain 1: Planning, Preparation, and Assessment**

Items	Yes	No	NA	Comments
Plans thoroughly and consistently				
Addresses students' current needs and connects to the next level of learning				
Writes clear goals and objectives for the different ways in which diverse students learn				
Uses variety and sensitivity in selecting instructional techniques and materials				
Designs activities that ensure students' application of knowledge and skills				
Incorporates students' interests into lessons				
Organizes and prepares materials, supplies, and equipment				
Adapts teaching techniques appropriate to students' levels of understanding				

**Domain 2: The Classroom Environment**

Items	Yes	No	NA	Comments
Creates and maintains a physical environment that is safe for all students				
Creates smooth instructional transitions				
Establishes an environment that fosters student responsibility				
Uses efficient routines for handling materials and supplies				

Responds effectively and sensitively to individual student behaviors				
Arranges space so all students have access to positive learning				
Observes, monitors and records relevant student behaviors				
Works with all students to encourage positive behavior choices				
Encourages and aids in the positive development of students' self-discipline				

### Domain 3: Instruction and Communication

Items	Yes	No	NA	Comments
Uses voice effectively through proper enunciation, volume, pitch and speed				
Expresses ideas clearly, concisely, accurately and logically				
Asks questions that encourage exploration and content from different perspectives				
Probes student responses seeking clarification or elaboration				
Paces lessons appropriately based on students' needs and abilities				
Gives accurate, specific, and substantive feedback				
Gives feedback in a timely manner				
Revises activities during instruction in response to students' feedback				
Assists students who are disengaged or who are having difficulty learning				

### Domain 4: Professional Responsibility

Items	Yes	No	NA	Comments
Attends promptly and regularly				



Dresses professionally in the school setting				
Practices personal hygiene and neat grooming				
Completes schedules, assignments, and other paperwork on time				
Completes work in the manner prescribed by the University and/or school district				
Complies with school and class rules				

**Cooperating Teacher:**

**School:**

**Signature:** \_\_\_\_\_

NAME OF TEACHER CANDIDATE: \_\_\_\_\_ SCHOOL: \_\_\_\_\_

LESSON SUBJECT / TOPIC: \_\_\_\_\_ GRADE LEVEL: \_\_\_\_\_

**1. STANDARDS**

**2. OBJECTIVES**

**3. BLOOM'S TAXONOMY OF OBJECTIVES**

**4. UNIVERSAL DESIGN FOR LEARNING (UDL) GUIDELINES**

**5. SEQUENCE OF LEARNING AND ASSOCIATED ACTIVITIES (Identify the objective each sequence of learning component is addressing)**

- a) PRIOR KNOWLEDGE
- b) ANTICIPATORY SET
- c) MODELING
- d) GUIDED PRACTICE
- e) INDEPENDENT PRACTICE
- f) CHECKING FOR UNDERSTANDING
- g) CLOSURE
- h) HOMEWORK

**6. DIFFERENTIATION**

Higher Level Extension Teaching Strategy:

Lower Level/Reteaching Strategy:

**7. EVIDENCE OF SPECIAL CRITERIA APPLICATION**

## **8. ASSESSMENT**

Formative Assessment/s:

Summative Assessment/s:

## **9. INDIVIDUAL INSTRUCTOR CRITERIA**

## **10. TEACHER CANDIDATE LESSON PLAN REFLECTION**

**EDUCATION DEPARTMENT - LESSON PLAN RUBRIC**

LESSON PLAN	POINTS POSSIBLE	POINTS RECEIVED
<b>Standard(s) and Objective(s)</b>		
Provided each of the applicable PA Core Standards and Anchor as well as any other required standard/s.	1	
Objectives aligned with selected standard/s and were written in Mager’s format.	1	
The appropriate Bloom’s taxonomy of objectives was identified and rationale for each one was provided.	1	
The appropriate multiple intelligences were identified and rationale for each one was provided.	1	
The appropriate UDL Guidelines were identified and rationale for each one was provided.	1	
<b>Materials and Supplies</b>		
A complete list of materials needed to teach the lesson was provided. Copies of all utilized assessments, handouts, etc. was attached.	1	
The technology/media implemented during the lesson plan was described.	1	
<b>Strategies/Methods of Teaching</b>		
Referred to the students’ prior content area knowledge when introducing the lesson.	1	
Created an <i>engaging and interactive</i> anticipatory set that aligned with the lesson objective/s.	1	
Demonstrated an <i>engaging and interactive</i> model of the lesson plan outcome.	1	
Demonstrated an <i>engaging and interactive</i> guided practice activity that aligned with the lesson plan objective/s.	1	
Demonstrated an <i>engaging and interactive</i> independent practice activity that aligned with the lesson plan objective/s.	1	
Explained checking for understanding strategies during different lesson plan checkpoints.	1	
Demonstrated an <i>engaging and interactive</i> closure activity that aligned with the lesson plan objective/s.	1	
Created an <i>engaging</i> homework assignment that reinforced the lesson plan objective/s.	1	
<b>Differentiation Strategies</b>		
Created a higher-level extension that met the lesson objective/s.	1	
Created a lower-level extension activity that met the lesson objective/s.	1	
<b>Evidence of Special Criteria Application</b>		

Discussed student/s exceptional needs and the implication for instruction.	1	
Described instructional or classroom adaptations that needed to be addressed.	1	
If the teacher candidate was aware of a student who had an IEP, accommodations that would need to be met were described and followed in the lesson plan.	1	
<b>Assessment</b>		
Provided a detailed description of the specific formative assessment(s) to be implemented along with their objective alignment. Included the assessment(s) within the lesson plan.	1	
Provided a detailed description of the specific summative assessment(s) to be implemented. Included the assessment(s) within the lesson plan	1	
Formative assessment performance criteria were identified.	1	
Summative assessment performance criteria were identified.	1	
<b>Individual Instructor Criteria</b>		
Followed the individual instructor's specific content criteria.	1	
<b>Lesson Plan Reflection</b>		
Reflected on how to choose and align standards with objectives.	1	
Reflected on the choice and development of instructional strategies and their complementary activities.	1	
Discussed their checking for understanding technique/s effectiveness.	1	
Described and discussed their formative assessment/s effectiveness.	1	
Reflected on and discussed what went well in the lesson plan and areas that needed to be improved upon.	1	
<b>Professional Demeanor, Skills, and Abilities</b>		
Lesson plan and supporting material adhered to correct composition, grammar, spelling, and punctuation rules.	1	
Professional attire was worn during the lesson plan presentation.	1	
Professional language was used during the lesson plan presentation and during professional discussions.	1	
Assisting students with classwork or redirecting misbehavior was observed.	1	
The provision of a warm, accepting classroom environment was observed.	1	
<b>TOTAL SCORE</b>	<b>35</b>	

**Discussion – Areas of Strengths**

**Discussion – Areas of Growth**

# University of Pittsburgh at Bradford

## Education Program

NAME OF STUDENT:

COURSE:

NAME OF EVALUATOR:

DATE:

*Please add any comments on the bottom of the page, especially if a ranking of "N" is given.*

### PROFESSIONAL DISPOSITIONS INVENTORY

Dispositions should lead to actions and patterns of professional conduct. Teachers should be role models and model positive behaviors for their students. The dispositions, briefly described, have been aligned to the domains and components of the Charlotte Danielson Framework for Teaching (2007) that forms the core of the knowledge base within the teacher education unit conceptual framework. The following rubric provides a synthesis and summary evaluation of the candidate's professional dispositions.

**D = Distinguished: Strives for excellence and is above average in character trait**

**P = Proficient: Demonstrates expected levels of the character trait**

**N = In need of improvement: Behavior or attitude lacking or below expected levels**

PROFESSIONAL DISPOSITIONS	D	P	N
<b>Ability to accept constructive criticism graciously:</b> Candidate listens carefully to feedback, responds by making suggested changes, views feedback as an opportunity for growth, and does not act defensively or make excuses. <i>(Teachers should be thoughtful about their teaching, critically examine their teaching practices, and strive for ongoing professional improvement ~ Danielson).</i>			
<b>Enthusiasm &amp; Engagement:</b> Candidate demonstrates enthusiasm for course content and willingly participates in group discussions and class activities. <i>(Student teachers initiate or adapt activities and projects to enhance their understanding. Teachers should promote and support curiosity in students and encourage active inquiry ~ Danielson).</i>			
<b>Persistence:</b> Candidate demonstrates the commitment to task completion at a high level of competency even when faced with challenges. <i>(Teachers should be committed to mastering best practices informed by sound theory ~ Danielson)</i>			
<b>Organization:</b> Candidate demonstrates efficient and effective organizational skills. <i>(Teachers establish and monitor routines, procedures ..., and the efficient use of time. ~ Danielson)</i>			
<b>Self-reflection:</b> Candidate reflects on his/her personality traits and professional skills, understand how these may affect others, and identify strategies for improvement. <i>(Teachers should recognize that professional reflection combined with experience leads to professional growth ~ Danielson).</i>			
<b>Resourcefulness:</b> Candidate develops, utilizes, and shares with others a wide range of personal and professional resources in professional endeavors. <i>(Teachers should be professionally active lifelong learners ~ Danielson).</i>			

<b>Honesty and Integrity:</b> Candidate models personal and academic integrity, takes responsibility for his or her actions, is truthful and honest when dealing with parents, students, faculty and staff, and acts for the good of the school and university community. <i>(Teachers should exercise sound judgment and ethical professional behavior, including online activity, that models personal and academic integrity ~ Danielson).</i>			
<b>Diversity:</b> Candidate demonstrates the belief that all children can learn and shows respect for all forms of diversity. <i>(Teachers should be sensitive to individual differences among students. Interact effectively and respectfully to promote understanding of students' varied cultural traditions and learning strengths and needs ~ Danielson).</i>			
<b>Respect for others:</b> Candidate develops and maintains collegial and respectful relationships that encourage sharing, planning and working together and appreciates the various attitudes, beliefs, ideas and opinions of others. <i>(Teachers should interact with their students, colleagues, administrators, parents, and community members with courtesy, civility and support that represents a positive role model ~ Danielson).</i>			
<b>Self-reliance:</b> Candidate looks to him/herself first to solve problems drawing on his or her own abilities and knowledge for solutions. <i>(Teachers should demonstrate procedures to increase self-awareness, self-control, self-reliance, and self-esteem in students and themselves ~ Danielson).</i>			
<b>Preparedness:</b> Candidate thoroughly and consistently prepares for classes and field experiences. Candidate submits assignments and field reports by established due dates. <i>(Teachers should model dedication and professionalism by punctual class attendance, active and respectful participation, completion of readings and assignments, and overall performance in courses ~ Danielson).</i>			
<b>Professionalism:</b> Candidate follows the requirements of the school and university in terms of timeliness, dress, grooming and demonstrates full commitment to the field of education and is eager to take on and fulfill responsibilities. <i>(Teachers should model appropriate grooming and dress. Teachers model appropriate oral and written language ~ Danielson).</i>			
<b>Communication:</b> Candidate demonstrates appropriate and professional communication skills (i.e. email, telephone).			

Comments:

#### Benchmark Courses

- ❖ EDUC 0204 Introduction to Education
- ❖ EDUC 0235 Instructional Design
- ❖ EDUC 1307 Secondary Methods
- ❖ EDUC 1318 Early Math Foundations
- ❖ EDUC 1325 Development of Exceptional Children
- ❖ EDUC 1345 Educational Theories and Practices
- ❖ HPEDU 1400 Methods of Teaching Physical Education

Any instructor can complete a dispositions inventory at any time he/she feels it is necessary.