TED 4698 – FALL 2026
STUDENT TEACHING DIDACTIC COMPONENT

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Office Hours: By appointment
Course Location: Student Teaching Placement Schools
Class Meetings: M-F, Full School Day

Prerequisite: College of Education Student Teaching Office admissions: https://www.utep.edu/education/student-teaching/index.html

COURSE DESCRIPTION
Student teaching is a structured and purposeful combination of didactic coursework on Blackboard and teaching experiences in the schools that contribute to your development as a **teacher**. You will apply what you have learned in your Kinesiology and PETE curriculum as a student teacher in the public schools under the guidance of a cooperating teacher. The cooperating teacher will mentor you as you continue your journey towards becoming a certified teacher. You will apply what you have learned at UTEP daily as a teacher candidate under the supervision of your **cooperating teacher**, the **university supervisor**, and **the faculty mentor/instructor of record**.

As a student teacher you will participate in all activities the principal assigns to your cooperating teachers, so you will learn what your responsibilities may be when you become a physical education teacher. You will spend significant time reflecting on your learning experiences and start building your professional e-portfolio through the development of your personal website.

COURSE MATERIALS
- All didactic materials will be available on Blackboard.

COURSE REQUIREMENTS/ASSIGNMENTS

- All assignments will be posted on Blackboard. **Posting work late will cost you points.**
- Check this **syllabus and Blackboard regularly** for deadlines and announcements.
- All writing needs to be well organized, clear, grammatically correct, and will be graded using the writing rubric. The following link provides resources to help improve your writing: http://owl.english.purdue.edu/owl/resource/560/01/ . You may also use the **UTEP Writing Center (http://uwc.utep.edu/)** to help improve your writing.
- Students are responsible for maintaining a high level of professionalism and respect for others online and in schools. To ensure you understand what this means, you will read, sign and put into practice the Expectations for Professional Behavior and the Code of Ethics and Standard Practices for Texas Educators.

The following are the assignments and their point values for the didactic portion of the internship:

DIDACTIC ASSIGNMENTS (all due at end of day of the indicated date)	**POINTS**
Membership in TAHPERD ($20/year) due by Aug. 30; **Miss this deadline and you will lose 50 points from the total.**	Pass/Fail
Weekly schedule and time management plan (one for each placement) on BB (5 points each).	10
1 Self-evaluation of lesson taught: include complete unit and lesson plans (30 pts). Post on BB.	30
Meeting e-Portfolio Website development deadlines 4 points each; posting shady work = no points; 15 deadlines. **Missing a deadline = -5 points**.	60
Completion of e-portfolio website at midterm; post narratives up to **due date Oct. 11**	10
Final Evaluation of Professional Teaching Portfolio website. Submit link of final version by	70
COE Seminar attendance: **missing a seminar = -20 points**	
Violation of Professional Behavior Expectations or Code of Ethics; **each documented occurrence = -20 points**	
Passing = 180 x 0.75 = 135 minimum TOTAL POINTS	**180**

IMPORTANT: all materials need to meet the standards shown in the respective rubrics. Use the rubrics to prepare your work. The same rubrics will be used to grade it.

PARTS OF YOUR INTERNSHIP

1. **TED 4698 Didactic Component on Blackboard.** This is the work you complete on Blackboard and your Weebly website, plus attending all symposia. How you earn your grade is shown in the table above.

2. **TED 4698 Clinical Component in the Schools**. Your student teaching performances in the schools.

    a. **How Do I Earn My Clinical Component Grade?**
        i. Your teaching will be evaluated twice, once during each placement, by the University Supervisor using the UTEP-modified T-TESS rubric.

        ii. Grading of your teaching:
            1. Your lesson plan and teaching performance will be evaluated by the University Supervisor and the Cooperating Teacher using the College of Education T-TESS rubric.
            2. A passing score is 75% of the maximum possible score.
            3. *Any one criteria on the rubric that is scored at the lowest level (1 = needs*

improvement) leads to an intervention specified by the University Supervisor, the Cooperating Teacher, and the Instructor of Record for this class. The student teacher will be given one additional opportunity to demonstrate acceptable performance or better at that placement. If performance does not improve, the student teacher may have to repeat the internship during the following semester or may be advised to seek a different career. ***It is expected that you implement the feedback provided to you and continuously improve your teaching! Showing that you are serious about continuously improving your performance by implementing any and all feedback is critical to your success in your internship. Ask for feedback every day!***

iii. The final grade for the Clinical Component is the average of all teaching evaluations for each placement and must be 75% or better.

CRITICALLY IMPORTANT:

- Should you decide **not** to become a TAHPERD member, drop TED 4698 now!
- You must earn at minimum 75% for the work submitted on Blackboard and for your website. If you do not earn at minimum 75% you may fail the Didactic Component of TED 4698 and will have to **repeat your entire internship** regardless of your performance in the clinical component.
- If you do poorly in your Clinical Component, you may fail TED 4698 and **will have to repeat your entire internship** regardless of your performance in the Didactic Component.
- **A professional attitude and commitment is key to your success.** Should your behavior towards the University Supervisor or your Cooperating Teacher not meet the Expectations for Professional Behavioral or Code of Ethics you will lose points towards your grade for the Didactic Components, and you will be given an improvement plan. **If this plan does not result in improved professional behavior, you will be dropped from TED 4698 and dismissed from the PETE program**.

GOOD ADVICE: Past interns struggled hard to complete all requirements when they took an additional class and tried to work during their internship. **The internship requires that you are in the school full-time 7-4pm, 5 days a week and complete the online assignments for the didactic portion. This is more than a full-time job.**

DIDACTIC REQUIREMENTS

I. MEMBERSHIP IN TAHPERD

Outstanding professionals are part of a professional community. Developing a network of colleagues by being a member of state and national organizations is important. Membership also helps professionals stay informed about new developments in the discipline, what legislators are doing that impacts physical education, and find new ideas to keep teaching fresh and exciting. Professionalism is part of SHAPE America Standard 6. Therefore, you are required to be a member of TAHPERD. Note that membership is about 1/3rd of your grade and without it you cannot pass your internship.

II. TIME MANGEMENT PLAN

At the start of each placement, you need to post your **TIME MANAGEMENT PLAN**. It is very important that you manage your time effectively. Note that there may be little time for rest and relaxation this semester. Plan your work and work your plan. Your PLAN should include at minimum the following:

- The class schedule for the physical education classes at the school where you are placed,

including start and stop times and grade level.

- Your work schedule, if any. Working while completing your internship is NOT recommended, but if you do have to work, keep it to 10-15 hours/week.
- Your study and preparation hours for each day of the week.
- Show what your schedule will look like for each full day, for a week.

III. SELF-EVALUATIONS OF LESSONS TAUGHT

***NOTE**: You are **NOT** allowed to copy or use someone else's lesson plan; you have to prepare your own lesson plans. Turning in a lesson plan that is the same as a lesson plan a colleague turned in is considered plagiarism and will be reported to the UTEP-OSCCR for adjudication. Learning to plan a lesson requires practice on your part: the more you practice the better you become.*

You will use the lesson you teach for the second evaluation that will be observed by the University Supervisor and the Cooperating Teacher for this assignment. You will self-evaluate and reflect on these experiences, compile the following, and submit the entire package on BB. **Use the second evaluation for this assignment.:**

1. Include your lesson plan and the lesson plan rubric. **Complete the rubric to show how you evaluated your lesson plan before you teach the lesson.**
2. Write a short introduction in which you explain how you integrated science (Eval 1: Ex Phys, Motor Learning, Biomechanics, Exercise Physiology) into the lesson plan for **the second evaluation**.
3. Your **lesson plan** (use the rubric to construct it) **and** the associated **unit plan** (get a copy from your CT if you have to use the school's unit plan), with an explanation of how the lesson plan fits in the unit plan, and where the unit plan fits in the curriculum.
4. Your University Supervisor's and Cooperating Teacher's written evaluations of the lesson plan and the quality of your delivery. **This should not be from the online portal.**
5. A narrative (500 words or more; see below) explaining how you used the feedback received from your University Supervisor and Cooperating Teacher to improve future planning and delivery of lessons. At minimum you must address the first 4 items *(in italics)* in the following list.

- **Questions to Guide your Self-Evaluation Narrative (500 words minimum):** As you think about your teaching performance consider the following questions (the first items must be addressed each time):
  - ***Required:** How did you plan for the lesson? What information did you use and why? What instructional strategies did you choose and why?*
  - ***Required:** How effective was the lesson overall in your opinion? How did you determine its effectiveness? What student performance measures did you use to evaluate the effectiveness of this lesson for the students? Your subjective observations are NOT sufficient. Present data you collected.*
  - ***Required:** How did the comments you received from your University Supervisor and the Cooperating Teacher differ from your self-evaluation? If they differed, why do you think they did? What did you do with their comments to improve your teaching?*
  - ***Required:** What would you change if you taught the lesson again for a second time? Incorporate the data from your own and the other evaluations.*
  - Other questions to consider:

- Were you able to fully deliver your lesson plan? Why or why not?
- What classroom management issues arose that you did not anticipate, and how did you use this to modify your plans for your next lessons?
- Did you create a positive learning environment that was enjoyable for the students? How did you know?
- How did you communicate your expectations clearly during the lesson? How did you know that you communicated clearly?
- Were students fully engaged in your lesson? How did you know?
- How did you encourage students who appear to be having difficulties, and help them perform better? What improvements, if any, did you observe as a result of your interventions?
- How did you determine what questions to ask during your lesson? Did the questions you asked challenge students thinking?
- Did you give appropriate feedback? How did you know it helped the students?

IV. TEACHING PORTFOLIO WEBSITE

The challenge novice Physical Educators face is convincing those in the profession that they have the skills, knowledge and attitude of an effective physical educator and that they meet national and state standards. The state standards are represented in the TExES certification exam, and the national standards are contained in the SHAPE America standards for novice physical educators. Demonstrating that you meet these standards can only be done in a professional portfolio, and most efficiently in the form of a website. Websites are highly adaptable and changeable to meet the needs of the creator. That is why you are being asked to create a website portfolio. Having your achievements compiled in one place will help you show potential employers that you're organized and accomplished, so prepare your website carefully.

You will create a **Weebly website** (do not use Wix or other platforms) according to the model and standards that are provided to you. You will find that Weebly is very easy to use.

You must address all items shown in the model but are allowed to create more pages if you want to post additional evidence documenting your accomplishments as a teacher. The Tech Shop on the third floor of the UTEP library can help you with this. **Follow the structure and instructions on the model site exactly. Once you graduate you can modify your website to suit your needs.**

Many of you may have already developed websites. To develop your PETE Professional Portfolio website follow these steps.

1. Visit the model portfolio website and note the required content tabs. http://uteppete.weebly.com/

2. Create an account in Weebly.com. Use your UTEP Email ID as your username.

3. Before your dive in any further, take a look at the tutorial videos to help you create your pages at https://www.youtube.com/watch?v=4MZhRcIFDtQ and other sites, or watch the beginners

guide after you log in to your Weebly account.

4. Record your username and password in a safe place and share your web address with the instructor of record: alcisneros@utep.edu .
5. Example website: https://jnarmendariz.weebly.com/

EVALUATION & COURSE GRADE

The final grade for TED 4698 will be calculated using the point values for each assignment (see above) and the following standards:

Percentage Range	Performance Summary
90-100	**Proficient**: You met the highest performance standards and should be able to look forward to an excellent career as a future teacher.
80-89	**Acceptable**: You're capable, but improvement will be needed in order to become an excellent future teacher. Your first few years as a novice teacher may be challenging.
70-79	**Needs Improvement**: Much improvement and additional practice will be needed in order to become a successful future teacher. You're not ready for the profession and depending on the individual circumstances, will likely have to repeat the internship.
<70	**Unsatisfactory**: Student teacher will not be recommended for certification at this point. Depending on individual circumstances, you may be counseled to consider different career options.

Students who receive below average ratings on more than two performance outcome measures including lesson planning and teaching observations by the University Supervisor, will receive "Unsatisfactory" as a final grade, and will have to repeat the student teaching internship. Student teachers must ensure they understand and comply with the requirements of the **College of Education Office of Student Teaching**.

PROFESSIONAL DEVELOPMENT SEMINAR

On designated Friday afternoons, you will be excused from student teaching to attend mandatory symposia with the PETE faculty or the College of Education. During the seminar we will discuss your experiences in student teaching, and you will participate in professional development activities. You are expected to integrate what you learn during these seminars in your Teaching Portfolio and Resume. Topics will be announced.

IMPORTANT DATES
PLACEMENTS:
Socorro & Clint ISD: Placement 1: Jul. 20, 2026 – Sept. 25, 2026 Placement 2: Oct. 12, 2026 – Dec. 4, 2026
YISD: Placement 1: Jul. 23, 2026 – Sept. 25, 2026 Placement 2: Oct. 12, 2026 – Dec. 4, 2026
(*Blackboard will be available Jan 6)

Aug. 24 – Fall Classes Begin @UTEP
Aug. 28 - COE Seminar #1
Sept. 9- Spring Census Day
Sept. 25- COE Seminar #2
Oct. 2- Graduation Application Deadline
Oct. 2- PETE Seminar #1
Oct. 10- Drop Deadline
Nov. 6- COE Seminar #3
Nov. TBD- Job Fair
Dec. 4 - COE Seminar #4
Dec. 4- Dead Day
Dec. 7 – PETE Seminar #2 *(tentative)*
Dec. 7-11 – Final Exams
Dec. 12 & 13 – Commencement

Observation #1- Aug 17 - Aug 28
Observation #2- Sept 14- Sept 25
Observation #3- Oct 26 – Nov 6
Observation #4- Nov 16 – Dec 4

Intersession
Sept 28 – Oct 9

COURSE CALENDAR
All assignments are due on Sunday by Midnight 11:59pm MST on Blackboard.
Post all assignments as PDF or Word Documents. DO NOT post links.

Aug 28 **COE Seminar #1**

W1: Aug 30 **Blackboard Available since Jan 6. DEADLINE Midnight:**
1. Post your **Time Management Plan** for your first placement.
2. **Submit URL** for your personal portfolio website.
   Select the **template and complete the layout** of your portfolio website following the website model exactly. Do NOT based it on past websites.
3. Post **TAHPERD membership** document on BB (Digital Membership Card or Receipt)
   *This should NOT be a picture.

W2: Sept 6 Complete the Executive Summary

W3: Sept 13 Complete the Introduction page (Main page, short description of yourself)

W4: Sept 20 Complete the Teaching Philosophy page

Sept 25 **COE Seminar #2**

W5: Sept 27 Complete Teaching Experiences page
(List the Semester, Year, & Place; then a description of experience under each
Sept 27- Post **Self-evaluation** of a lesson you taught at **Placement 1(Eval #2)**; see pg. 4-5

Intersession for School Districts: Sept 28 – Oct 9

Oct 2 **PETE Seminar #1, 8:30 to 11:00**
Check In and Check It Out: Sharing successes and challenges of Placement 1
Teaching Portfolio Website progress and suggestions
*Complete the Evaluation of Cooperating Teacher at Placement 1- Email by Oct. 4

W6: Oct 4 Complete Professional Development page

W7: Oct 11 Complete the Resume page (NEED TO SEND TO CAREER CENTER BEFORE DUE)
***UPDATE WEBSITE UP TO THIS POINT, WILL BE REVIEWED**

W8: Oct 18 Post Time Management Plan for Second Placement
Complete the Being a Role Model page

W9: Oct 25 Complete the PETE Curriculum page

W10: Nov 1 Complete Know Your Schools page. (1 paragraph for each)

W11: Nov 8 Complete the Technology in PE page

W12: Nov 15 Complete the curriculum, Unit and Lesson Plan page

Nov TBD **COE: Teacher Job Fair**

W13: Nov 22 Complete Delivery and Management page
(List the Standard and describe how you addressed it in your teaching)

Dec 4 **COE Seminar #4**

W14&15: Webpage Portfolio Due- Make sure it's all finalized and published on website
Dec. 6 Cooperating Teacher Evaluation for Placement 2- Due by email by Dec. 14

Dec 7 **PETE Seminar #2, 8:30am to 11:00 *(tentative)***
Check In and Check It Out: Sharing successes and challenges of Placement 2
Final Review of websites

Dec. 12-13 Fall Commencement

INTERNSHIP LEARNING OUTCOMES

The primary goal of the student teaching semester is to prepare and equip future teachers with a wide array of experiences, skills, and tools that will allow them to plan, organize, and implement excellence in all areas of teaching for diverse learners in 21st century schools. Student teaching provides the student with classroom experiences in public school settings that address representative state-mandated standards and competencies. Student teaching focuses on applying and developing skills in instructional planning, application of subject matter content, integration of high-quality methods and strategies, effective communication, ethical decision-making, reflective practice, and collaboration with professional educators in a school community. The student teacher will demonstrate evidence of meeting goals by meeting the standards provided in the various performance rubrics.

COURSE POLICIES

Use of Digital Devices While in the Classroom or on the Field

Distractions disrupt learning by drawing your attention away from the task at hand. To optimize your learning during the internship you need to adhere to some basic, common-sense rules:

The Use of Laptops/IPADS: Be aware that if your internship school has a policy on digital devices (DD) it takes precedent over this policy.

Laptops can be a great tool, but you are ***not allowed*** to surf the Internet or engage in personal business during any class sessions when you are expected to be engaged in teaching-related activity including observing your peer, helping organize students, laying out equipment, etc. Your CT has been asked to record and report any inappropriate use of DDs. Upon substantiation, you **may lose up to 30 points from your final grade for each documented incident.** Ask your CT if you can use your DD and inform him/her how your use relates to the teaching activities you are engaged in at that moment.

Use of your DD for personal activities *may* be allowed during down times between class sessions and other breaks, but check first with your CT what is permitted. The safety of your DD is YOUR responsibility.

Cell Phones are ON SILENT OR VIBRATE in Classrooms and on the Field: Cell phones can be a major distraction to you and others around you. You need to turn off or silence the phone prior to each class. The phone should also be out of sight, preferably in a safe place in the office. Phones can be carried on your person and kept on vibrate/silent in case you expect **a life-altering call, but inform your CT that you are expecting such a call**. When you receive that call, leave quietly so you do not disturb others, and answer the call outside the classroom or at the edge of the field outside earshot from others.

Cheating, Plagiarism, Scholastic Dishonesty, and Student Discipline: **Cheating** is obtaining a reward for ability by dishonest means. It is unethical and not acceptable. **Plagiarism** occurs whenever a student quotes, paraphrases or summarizes another person's work without providing correct citations. Plagiarism occurs whether the work quoted is a book, article,

website, reader's guide like Cliffs Notes or SparkNotes, another student's paper, or any other source. An entire essay is fraudulent even if only a single sentence is plagiarized. ***Do not submit work under your name that you did not do yourself, ever. You may not submit work for this class that you did for another class.*** When an assignment specifies that you must perform a task individually, asking for your classmates for help is **collusion** and thus scholastic dishonesty. If you cheated, plagiarized, or colluded with others you will be subject to disciplinary action as stated in the UTEP undergraduate catalog policy.

> *"Scholastic dishonesty (which includes the attempt of any student to present the work of another as his or her own, or any work which s(he) has not honestly performed, or attempting to pass any examination by improper means) is a serious offense and will subject the student to disciplinary action. The aiding and abetting of a student in any dishonesty is held to be an equally serious offense. All alleged acts of scholastic dishonesty should be reported to the Dean of Students for disposition. It is the Dean of Students' responsibility to investigate each allegation, dismiss the allegation, or proceed with disciplinary action in a manner which provides the accused student his or her rights of due process."* Refer to http://www.utep.edu/dos/acadintg.htm for further information.

You must cite, reference, or quote information obtained from other sources, so you **give credit where credit is due**. If you do not know how to do that, ask. Do NOT copy any material, regardless of where you obtained it, into your own work. Do NOT submit work under your name if you did not complete it entirely yourself. Be honest with yourself and your classmates: you will learn more. If you want to test your understanding of plagiarism, take the self-assessment at http://education.indiana.edu/~frick/plagiarism or visit http://www.turnitin.com.

***AI & chatGPT used for Brainstorming ONLY:**
You may use AI & chatGPT tools to brainstorm ideas or plan your approach. However, your final work must reflect your own reasoning and analysis. AI & chatGPT-generated ideas are not your own. Any uncredited AI & chatGPT -generated content will be treated as plagiarism and referred to the Office of Student Conduct.

Deadline Policy and Late Assignments

Posting work prior to the deadline earns you 2 points. Once a deadline has passed, **you lose 5 points for every hour it is late**. Plan carefully to ensure you meet the deadlines. If you wait until the last minute, things that can go wrong often do. Start early so you have time to deal with problems and are still able to turn in your assignments on time. Heed your colleagues' advice: **Don't procrastinate**!

Absences and Tardiness at Your Internship School
The student teacher is expected to attend and participate in all working school days as determined by the school district calendar.

- **There are NO unexcused absences**. You will follow the schools' policies.

- Absence is excused only for personal illness and/or death in your immediate family. You will be required to provide documentation to your Cooperating Teacher and University Supervisor. A student teacher with excessive absences or tardiness may be dismissed from the program (See Student Teaching Handbook).
- Contact your Cooperating Teacher and University Field Supervisor if you are ill or absent for any reason. **Make arrangements to make up any missed student teaching days**. In case of inclement weather, follow directions on radio or news programs, or contact your assigned campus' main office to confirm whether classes have been cancelled. Inform your University Supervisor if an observation was planned for that day.

AMERICANS WITH DISABILITIES ACT

The University of Texas at El Paso is committed to the spirit and letter of all federal equal opportunity legislation, including the Americans with Disabilities Act (ADA). Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the Center for Accommodations and Support Services (CASS). Only those students who have officially documented a need for an accommodation will have their request honored. Information can be found at the Offices of CASS, Union East Room 106, or http://sa.utep.edu/cass/ or by calling the CASS Office at (915) 747-5148.

LIABILITY

- Each student teacher is responsible for paying all costs to obtain criminal history records information under Texas Education Code Section 22.0835. No student teacher with a disqualifying criminal history shall be assigned to a school.
- Student teachers will be responsible for their own transportation, meals, and health care while enrolled in the internship.
- University students bear the burden of any expenses incurred in conjunction with injuries that may occur during field-based classes/components and student teaching internship.
- The University will not reimburse the student for any expenses related to injuries or illness.