



PET 4947 - Internship in PE: Secondary

Section 001, 6 credits

College of Education

COURSE SYLLABUS

Semester:	Spring 2026
Class Meeting Days:	TBA
Class Meeting Time:	TBA
Class Meeting Location:	At-Site
Instructor:	Dr. Sara Flory
Office Location:	PED 225
Office Hours:	Arranged
Email:	sbflory@usf.edu

I. Welcome!

This course is your secondary Final Internship experience, which you will take concurrently with your elementary Final Internship experience as well as the Senior Seminar in Physical Education. We look forward to seeing you apply the knowledge and skills you have learned throughout the Physical Education Teacher Education program!

II. University Course Description

A full-day internship in middle, junior or senior high school physical education programs with focus on the implementation of appropriate content and methodology to meet the needs of secondary students.

III. Course Prerequisites

None.

IV. Course Purpose

This course provides students a full-time internship in secondary physical education. Foci include the organization and administration of secondary physical education along with relevant content and instructional processes.

V. How to Succeed in this Course

This is the culminating internship experience at the secondary level for PE majors. Students will be expected to plan meaningful lessons, submit lesson plans to University Supervisor and Collaborating Teacher in a timely manner, demonstrate effective teaching behaviors while gradually taking over responsibility of teaching all courses at the internship site. Time management, classroom management, effective communication skills, and application of knowledge from all previous courses are keys to succeeding in this course.

VI. Course Topics

As a result of this course, students will:

1. Be able to successfully plan and implement secondary physical education lessons and units for diverse learners.
 - 1.1. Demonstrate appropriate instructional practices related to the planning and conducting of effective lessons within a variety of curriculum models. (NASPE 1, 2, 3, 6, 7; FEAP 2d, 2g, 2h, 2i, 3f, 3g, 3h; FSM 3, 4, 7, 8; CF 2, 6)
 - 1.2. Create and maintain a developmentally appropriate learning environment that meets the needs of diverse learners. (NASPE 2, 3, 4, 6; FEAP 1e, 2e, 2f, 4a; FSM 3, 4, 7; CF 2, 5, 6)
 - 1.3. Use language and instructional strategies that reflect sensitivity to all issues involving diversity. (NASPE 2, 3, 4, 5, 6; FEAP 2d, 2h; FSM 3, 4, 7; CF 1, 2, 5, 6)
2. Be able to assess students' development in secondary physical education.
 - 2.1. Demonstrate proficiency in evaluating student progress and reporting achievement. (NASPE 7; FEAP 1e, 3g; FLCS 8; CF 6)
3. Understand the role of a secondary physical educator and processes for continuous professional development.
 - 3.1. Demonstrate appropriate professional behavior. (NASPE 3, 8; FEAP 6; CF 5)
 - 3.2. Use continuous self-reflection to improve their practice. (NASPE 8,9; FEAP 5a, 5e, 5f; FSM 3; CF 2, 3, 4)
 - 3.3. Communicate and collaborate effectively with teachers, administrators, and peers. (NASPE 10; FEAP 5c, 5d; CF 1)

VII. Student Learning Outcomes (SLOs)

SLO for Objective 1.1: Students submit lesson plans weekly to the collaborating teacher and university supervisor for review. Each provide feedback and assess the lesson plans.

SLO for Objective 1.2: Student-interns design and conduct lessons that address student diversity (cultural, linguistic, physical, etc.).

SLO for Objective 1.3: During collaborating teacher observations and university supervisor observations, student-interns are evaluated on their use of appropriate language and feedback to students (types and target) and use of strategies that are sensitive to all students.

SLO for Objective 2.1: In each lesson plan, student interns indicate how they will assess each learning domain. They discuss what they are assessing, when they will assess, and what method or tool they will use for the assessment. Collaborating teachers and university supervisors will observe their use of assessment strategies and assess their effectiveness.

SLO for Objective 3.1: Collaborating teachers submit weekly reports to the university supervisor where they discuss the past week's experiences with the student-intern including their professionalism.

SLO for Objective 3.2: Student-interns meet daily with their collaborating teachers to discuss the lessons taught that day and upcoming lessons. In addition, they complete the post lesson reflections for each lesson plan taught.

SLO for Objective 3.3: The collaborating teacher's weekly report (sent to the university supervisor) ask about the student-interns opportunities for collaboration with other teachers, administrators, etc. and how successful they were.

VIII. Required Texts and/or Readings and Course Materials

- Readings will include review of previously purchased texts and materials as well as other contemporary journal articles related to specific internship experiences. Journals include: *Journal of Teaching in Physical Education, Research Quarterly for Exercise and Sport, Strategies, Journal of Health, Physical Education, Recreation, and Dance, British Journal of Physical Education, Quest, and The Physical Educator.*
- CampusFolio electronic portfolio for critical task
- Physical Education Teacher Education program shirt and appropriate shorts/pants to be worn during the internship.

IX. Supplementary (Optional) Texts and Materials - None

X. Grading Scale

A+ = 97.5 - 100	A = 93.5 - 97.49	A- = 90 - 93.49
B+ = 87.5 - 89.99	B = 83.5 - 87.49	B- = 80 - 83.49
C+ = 77.5 - 79.99	C = 73.5 - 77.49	C- = 70 - 73.49
Below 70% - Fail		

XI. Grade Categories and Weights

Assignment	Points	Percentage of Grade (Weighted)
<u>Lesson Plans</u>		
Weekly Lesson Plans 7 Weeks–70 points (10 points each)	70	50%
CT Lesson Plan Record	10	10%
<u>Effective Teaching Behaviors</u>		
US Mid-Term Evaluation	10	10%
US Final Evaluation	20	20%
University Final Evaluation		Critical Task
Attendance, Participation, Professionalism	10	10%
Total	100	100%

IN ORDER TO PASS THE INTERNSHIP, CANDIDATES MUST SCORE 70% OR ABOVE ON EACH EVALUATION ITEM LISTED ABOVE.

Students will be evaluated by means of assignments and projects completed such as lesson plans, collaborating teacher, and university supervisor's analyses of teaching performances. In addition, students' punctual and consistent attendance at school sites, and levels of cooperation and enthusiasm as well as professionalism will be integral parts of their evaluation.

XII. Assignments

Lesson Plans: Interns will submit lesson plans each week to both the collaborating teacher and the university supervisor. The plans will be submitted one week in advance of when they are to be taught so they can receive feedback and make any requested revisions. They are required to use the USF Physical Education Program Lesson Plan format for all plans. Each plan should indicate appropriate assessments.

All final plans (revised with post teaching reflections) should be kept in a "Lesson Plan Notebook" and be available for the university supervisor to review during school visits or during seminars.

Effective Teaching Behaviors: Supervisors will use a variety of observation tools to collect data on interns' teaching behaviors (use of class time, feedback, verbal habits, movement patterns, etc.). University supervisors will conduct two formal observations.

Critical Task Final Internship Evaluation: All tasks designated as critical and part of the CampusFolio Portfolio must be completed with a score of 3 or above on each criterion in order to pass the course (university supervisor and collaborating teacher).

XIII. Grade Dissemination

University Supervisors will review your lesson plans each week. If lesson plans are not written according to USF PE program expectations, you will be required to re-submit them. Lesson plans will be reviewed and graded prior to being approved to teach.

XIV. Course Schedule

Week	Responsibilities	Assignments Due
1	- Assist the Collaborating Teacher (CT). - Conference regarding lessons & upcoming assignments. - Review all USF materials with CT. - Remind CT about weekly seminars and other required meetings	- Form A1 (Teaching Schedule) - Form A2 (Info Sheet) - Submit lesson plans to collaborating teacher & university supervisor
2	- Teach at least 50% of the class periods each day (e.g. if CT has 6 classes a day, you teach at least 3 of them). - Use at least one period per day for planning (CT's planning period). - Learn at least 10 students' names in each class you teach. - Conference at least twice this week regarding your teaching effectiveness and upcoming lessons.	Submit lesson plans to collaborating teacher & university supervisor
3	- Plan for and teach <u>all</u> of the classes on your CT's schedule. - Use one period per day for planning (CT's planning period). - Conference at least twice this week regarding your teaching effectiveness and upcoming lessons.	Submit lesson plans to collaborating teacher & university supervisor
4	Same teaching/planning responsibilities as week 3.	- Submit lesson plans to collaborating teacher & university supervisor - Interim Internship Evaluation from CT & US
5	Same teaching/planning responsibilities as week 3.	Submit lesson plans to collaborating teacher & university supervisor
6	Same teaching/planning responsibilities as week 3.	Submit lesson plans to collaborating teacher & university supervisor
7	Same teaching/planning responsibilities as week 3.	Submit lesson plans to collaborating teacher & university supervisor
8	Same teaching/planning responsibilities as week 3.	- Final Evaluation (Online) from CT & US - Lesson Plan Record (from collaborating teacher)

XV. Covid-19 and Other Illnesses

Students should not attend class if they are ill, particularly if they have fever and/or gastrointestinal symptoms and/or respiratory symptoms such as a sneezing, runny nose, sore throat or coughing. Students experiencing any of these symptoms should contact Student Health Services immediately (813-974-2331) for appropriate medical guidance and to obtain a *verification of care letter*. ***To be approved for missed classes, late assignments or missed examinations a verification of care letter must be presented by the student to the faculty member upon return to class.***

XVI. Course Policies: Grades (as applicable)

Grades of "Incomplete":

An "I" grade may be awarded to a student only when a small portion of the student's work is incomplete and only when the student is otherwise earning a passing grade. The time limit for removing the "I" is to be set by the instructor of the course. For undergraduate students, this time limit may not exceed two academic semesters, whether or not the student is in residence, and/or graduation, whichever comes first. For graduate students, this time limit may not exceed one academic semester. "I" grades not removed by the end of the time limit will be changed to "IF" or "IU," whichever is appropriate.

XVII. Course Policies: Technology and Media (as applicable)

Email: Students should communicate with their University Supervisor and their Collaborating Teacher using their USF email address. Please allow 24-48 hours for an email response for non-emergency situations.

Canvas: All assignments will be submitted through Canvas unless otherwise notified by your University Supervisor. If you need help learning how to perform various tasks related to this course or other courses being offered in Canvas, please view the following videos or consult the Canvas help guides. You may also contact USF's IT department at (813) 974-1222 or help@usf.edu.

XVIII. Course Policies: Student Expectations

See the Provost's website for standard USF policies on the following topics:

- **Academic Grievance Procedure**
- **Academic Integrity**
- **Disruption to Academic Process**
- **Disability Access**
- **Religious Observances**
- **Sexual Misconduct/Sexual Harassment Reporting**
- **Statement of Academic Continuity**

Attendance, Participation, & Professionalism:

- All assignments must be submitted by the due date. Late work for any reason will be penalized by 10% each day it is late. Assignments will not be accepted more than one week past the original due date.
- Students must complete ALL assignments to pass the course.
- All assignments are to be word-processed. No hand written work will be accepted (except work completed in class).
- Lack of professionalism in the internship (lack of preparation, checking email, texting, taking phone calls, phone ringing, etc.) will lower your Professionalism grade by 5% for each instance reported by the collaborating teacher on the weekly reports.
- Attendance for the internship is mandatory. Promptness, preparation for, and active participation in the internship is expected. There are many reasons for tardiness, early departures, and absences (emergencies, sickness, etc.), however, your attendance in the internship is mandatory. Please review the following policies.

Tardiness and Early Departures - You are expected to arrive on time and stay the full day (same as the collaborating teacher). Personal appointments should not interfere with those times. Arriving late due to traffic problems can occur, but if it occurs more than once, then you need to plan for this problem and leave for school earlier. If your collaborating teacher sees a pattern (2 or more) of tardiness and/or leaving early it will affect your professionalism grade and may even affect finishing your internship successfully. Should your collaborating teacher arrive late or leave early, it is not an excuse for you to do so.

First Absence - Is okay, but do not use it to “just have a day off.” Professionals do not use days off just because they are allowed by the contract, as this would not be fair to students. This day does not need to be made up.

Second Absence – If it is an extenuating circumstance (see NOTE below), you have the option of making it up **OR** having a point deducted from the professionalism points. If it is not made up, total possible now = 9.0/10.0 (90%)

Third Absence – If it is an extenuating circumstance (see NOTE below), you have the option of making it up **OR** having a point deducted from the professionalism points. If it is not made up, total possible now = 8.0/10.0 (80%)

Fourth Absence – If it is an extenuating circumstance (see below), you have the option of making it up **OR** having a point deducted from the professionalism points. If it is not made up, total possible now = 7.0/10.0 (70%)

Fifth Absence – With five absences, a student may be administratively withdrawn from the internship. Before this would happen, the intern must meet with the PETE faculty and present their case. Also, the faculty will request data regarding absences from their collaborating teacher. The PETE faculty will have the final decision on any action to be taken. If the intern is withdrawn from the internship, they will need to petition to the PETE Professional Standards Committee to receive approval to repeat the internship. It is not automatic that s/he will be allowed to repeat it.

NOTE: Second through fourth absences must be documented as extenuating circumstances that have been approved by the university supervisor (illness or other medical issues, immediate family illness or death, court date, military obligation, etc.). If the absence(s) cannot be document as extenuating circumstances, it/they must be made up and you will also lose points. Not making them up is not an option. They must be made up within the timeline specified by the PETE faculty to pass the internship.

Active participation and professionalism is expected at all times and violations of ethical and professional behaviors can result in dismissal from the program. Expected behaviors include (but not limited to):

- Arriving on time and staying until the end of the school day
- Maintain confidentiality regarding student data
- Plan lessons as assigned and be prepared to teach at all times
- Communicate with students, teachers, administrators and parents/guardians with respect
- Dress professionally. Always wear your USF shirt and appropriate length and color shorts, professional pants, athletic shoes, jackets, and hats when needed. The collaborating teacher, administrators, or university supervisor will send you home to change if you fail to dress appropriately. Time away will need to be made up at a later time as this will count as a tardy/absence.
- Provide a warm, supportive, and nurturing learning environment for students while maintaining “professional distance.”
- Professional distance is critical when interacting in person and virtually. USF and Hillsborough County have strict policies regarding teachers (including interns) interactions using social media. Interns may NOT email, text, Tweet, or befriend a student on Facebook. Interns may email parents/guardians of students in their classes, with a permission form, in collaboration with the collaborating teacher, and if the content of the email relates to the course or educational interest of the student.
- Help maintain the discipline and management protocols of the collaborating teacher.
- Use the school’s equipment with care and maintain the equipment storage area.
- Use the school’s computer and internet equipment only when given permission and only for

professional use.

- Not using mobile phones during school hours (have it turned off) unless it is needed for an emergency.
- Complete all assignments on time
- Maintain an open attitude toward constructive feedback from the collaborating teacher and university supervisor

End of Semester Student Evaluations:

All classes at USF make use of an online system for students to provide feedback to the University regarding the course. These surveys will be made available at the end of the semester, and the University will notify you by email when the response window opens. Your participation is highly encouraged and valued.

XIX. Important Dates to Remember

Drop/Add Deadline:	January 16 th , 2026
Dr. Martin Luther King Jr Day	January 19 th , 2026
Withdrawal Deadline:	March 28 th , 2026
Spring Break	March 16 th -22 nd , 2026
Last Day of Classes	May 1 st , 2026