

KSPE 4790
Student Teaching in Health & Physical Education
10 Semester Hours

College of Education
Valdosta State University
Department of KSPE
Conceptual Framework: Guiding Principles
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to, and assume responsibility for, the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

Positively Impacting Learning Through Evidence-Based Practices

REQUIRED TEXTBOOKS

Wong, H, & Wong, R. (2009). The first days of school; How to be an effective teacher. Harry K. Wong Publications, Inc.

COURSE DESCRIPTION

Prerequisites: KSPE 2999 and completion of all course requirements. Co-requisite: KSPE 4800.

COE Conceptual Framework: Standards

I. CONTENT AND CURRICULUM: Teachers demonstrate a strong content knowledge of content area(s) that are appropriate for their certification levels.

II. KNOWLEDGE OF STUDENTS AND THEIR LEARNING: Teachers support the intellectual, social, physical, and personal development of all students.

III. LEARNING ENVIRONMENTS: Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

IV. ASSESSMENT: Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.

V. PLANNING AND INSTRUCTION: Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.

VI. PROFESSIONALISM: Teachers recognize, participate in, and contribute to teaching as a profession.

VSU General Education Outcomes:

2. Students will demonstrate cross-cultural perspectives and knowledge of other societies.
3. Students will use computer and information technology when appropriate.
4. Students will express themselves clearly, logically, and precisely in writing and in speaking, and they will demonstrate competence in reading and listening.
6. Students will demonstrate knowledge of diverse cultural heritages in the arts, the humanities, and the social sciences.
7. Students will demonstrate the ability to analyze, to evaluate, and to make inferences from oral, written, and visual materials.

Course Objectives (CO):

At the conclusion of the student teaching experience, the student should be able to:

1. Develop and implement a unit that is instructionally and developmentally sound (minimum of two weeks) to be implemented during the student teaching experience (GA-VSU-CFS-I, II, III, V).
2. Develop/plan and implement daily lessons including effective teaching delivery and organizational and discipline practices at designated periods during the experience (GA-VSU-CFS-I, II, III, V).
3. Develop an improved understanding and appreciation for the teacher's roles including communication with the parents/guardians and the teaching process within a school environment by being actively involved and collaborating effectively in this process for an entire semester (GA-VSU-CFS-I, II, III, V, VI).
4. Develop and submit a professional resume' to the university supervisor and the revised version to the Career Services office (GA-VSU-CFS-VI).
5. Develop a two to three page summary/reflection paper at the end of the student teaching experience (GA-VSU-CFS-VI).
6. Prepare/organize all typed materials in a 3-ring-bound notebook (GA-VSU-CFS-I, II, III, IV, V, VI).
7. Correspond via e-mail with the university supervisor **once per week** during the term for communication and reflection purposes (GA-VSU-CFS-VI).
8. Utilize effective and varied assessment and evaluation techniques during lesson implementation including criterion-referenced, norm-referenced, summative, formative, motor and fitness measures (GA-VSU-CFS-IV).
9. Foster respect across students, faculty, and parents through total involvement in the school environment/functions including parent conferences, faculty meetings, PTO meetings, and lesson implementation (GA-VSU-CFS-VI).
10. Function fully as an educator by modeling effective demonstrations, planning, grammar and speaking skills throughout the semester (GA-VSU-CFS-I, II, III, IV, V, VI).

Course Activities/Assignments/Requirements

1. Be responsible for your actions. Do not rely on the supervising teacher to tell you when things are due, etc.

COE/Dept. CFP The future teacher	Course Objectives Students will be able to:	Course Activities Students will:	Outcome Assessment
GA-VSU-CFS-I	<p>1. Develop and implement a unit that is instructionally and developmentally sound (minimum of two weeks) to be implemented during the student teaching experience.</p> <p>2. Develop/plan and implement daily lessons including effective teaching, organization and discipline practices at designated periods during the experience.</p> <p>3. Develop an improved understanding and appreciation for the teacher's roles including teachers' communication with parents/guardians and the teaching process within a school environment by being actively involved and collaborating effectively in this process for an entire semester.</p> <p>4. Prepare/organize all written materials in a ring-bound portfolio.</p>	<p>1. Participate in regular discussions with the public school supervising teacher and the university supervisor.</p> <p>2. Complete all planning and instructional implementation in the public school setting.</p>	<p>1. Unit Plan</p> <p>2. Lesson Plans and implementation.</p> <p>3. Receive regular assessments from the public school supervisor, the university supervisor, and self-assessments.</p> <p>5. Complete the two to 3 page reflection paper.</p> <p>6. Complete the student teaching portfolio.</p> <p>7. Complete an Impact on the P-12 learner project on one class.</p> <p>8. Complete the Student Work Sample in Livetext for TPAC.</p>
GA-VSU-CFS-II	<p>1. Develop and implement a unit that is instructionally and developmentally sound (minimum of two weeks) to be implemented during the student teaching experience.</p> <p>2. Develop/plan and implement daily lessons including effective teaching, organization and discipline practices at designated periods during the teaching experience.</p> <p>3. Develop an improved understanding and appreciation for the teacher's roles and the teaching process</p>	<p>1. Participate in regular discussions with the public school supervising teacher and the university supervisor.</p> <p>2. Complete all planning and instructional implementation in the public school setting.</p>	<p>1. Unit Plan.</p> <p>2. Lesson Plans and implementation.</p> <p>3. Receive regular assessments from the public school supervisor, the university supervisor, and self-assessments.</p> <p>4. Complete the two page summary paper.</p> <p>5. Prepare/organize all written materials in a ring-bound portfolio.</p> <p>6. Complete an Impact on the P-12 learner project on one class.</p> <p>7. Complete the Student Work Sample in Livetext for TPAC.</p>

	<p>by being actively involved in this process for an entire semester.</p> <p>4. Prepare/organize all written materials in a ring-bound portfolio.</p>		
GA-VSU-CFS-III	<p>1. Develop and implement a unit that is instructionally and developmentally sound (minimum of two weeks) to be implemented during the student teaching experience.</p> <p>2. Develop/plan and implement daily lessons including effective teaching, organization and discipline practices at designated period during the teaching experience.</p> <p>2. Develop and implement daily lesson plans at designated periods during the experience.</p> <p>3. Develop an improved understanding and appreciation for the teacher's roles and the teaching process by being actively involved in this process for an entire semester.</p> <p>4. Prepare/organize all written materials in a ring-bound portfolio.</p>	<p>1. Participate in regular discussions with the public school supervising teacher and the university supervisor.</p> <p>2. Complete all planning and instructional implementation in the public school setting.</p>	<p>1. Unit plan.</p> <p>2. Lesson Plan and implementation.</p> <p>3. Receive regular assessments from the public school supervisor, the university supervisor, and self-assessments.</p> <p>4. Complete the two to three page reflection paper.</p> <p>5. Complete the student teaching portfolio.</p> <p>6. Complete an Impact on the P-12 learner project on one class.</p> <p>7. Complete the Student Work Sample in Livetext for TPAC.</p>
GA-VSU-CFS-IV	<p>1. Develop and implement a unit that is instructionally and developmentally sound (minimum of two weeks) to be implemented during the student teaching experience.</p> <p>2. Develop/plan and implement daily lessons including effective teaching, organization and discipline practices at designated periods during the experience. (Formal or informal assessments will be represented in each plan.)</p>	<p>1. Unit Development</p> <p>2. Complete all planning and instructional implementation in the public school setting.</p>	<p>1. Unit Plan</p> <p>2. Lesson Plans and implementation</p> <p>3. Complete an Impact on the P-12 learner project on one class.</p> <p>4. Complete the Student Work Sample in Livetext for TPAC.</p>
GA-VSU-CFS-V	<p>1. Develop and implement</p>	<p>1. Complete all planning and</p>	<p>1. Unit Plan.</p>

	<p>a unit that is instructionally and developmentally sound (minimum of two weeks) to be implemented during the student teaching experience.</p> <p>2. Develop/plan and implement daily lessons including effective teaching, organization and discipline practices at designated periods during the experience.</p> <p>3. Prepare/organize all written materials in a 3 ring-bound notebook.</p>	<p>instructional implementation in the public school setting.</p>	<p>2. Lesson Plans and implementation.</p> <p>3. Complete the student teaching portfolio.</p> <p>4. Complete an Impact on the P-12 learner project on one class.</p> <p>5. Complete the Student Work Sample in Livetext for TPAC.</p>
GA-VSU-CFS-VI	<p>1. Develop an improved understanding and appreciation for the teacher's roles and the teaching process by being actively involved in this process for an entire semester.</p> <p>2. Function fully as an educator by modeling effective demonstrations, planning, grammar, and speaking skills throughout the semester.</p>	<p>1. Participate in regular discussions with the public school supervising teacher and the university supervisor.</p> <p>2. Submit hard copies (until required through Live Text) of the University Supervisor's, Mentor's, and Self Disposition Evaluations, and include them in the ring binder.</p>	<p>1. Receive regular assessments from the public school supervisor, the university supervisor, and self-assessments.</p> <p>2. Complete and reflect upon disposition evaluations from self, mentor and university supervisor.</p> <p>3. Complete the two to three page reflection paper.</p> <p>4. Complete the disposition surveys and place in a ring-bound portfolio from Livetext.</p> <p>5. Complete 2 different video tapes while teaching lessons.</p> <p>6. Complete an Impact on the P-12 learner project on one class.</p> <p>7. Complete the Student Work Sample in Livetext for TPAC.</p>

1. Read and have a working knowledge of the student teaching handbook provided by the COE.
2. **E-mail** your university supervisor **by 5:00pm each Friday** with your weekly reflections (no less than two paragraphs in a word document attached to the email).
3. **Log into WWW.EDmodo.com weekly!** You must set up an account.
4. **Submit lesson plans one week** ahead of time to your mentor for all classes where you are responsible for the instruction.
5. Present to the university supervisor the completed **unit plan** prior to its implementation for feedback purposes. (Of course, your choice of unit must first be approved by your mentor.)
6. **Present the university supervisor with daily lesson plans on both planned and spontaneous visits.** A copy of each plan for each lesson taught must be presented when the university supervisor visits your school. A notebook of all lesson plans must be maintained for review **during each visit** and at the end of the semester.
7. Discuss your progress with the supervising teacher. Also, have the **mentor teacher** submit all evaluation materials including the three formal evaluations accessed from the following link <http://asp.valdosta.edu/sta/>. Also, discuss progress in the area of professional behaviors through the process of evaluation on the disposition forms (e.g., self, mentor, and university supervisor).

8. Submit to the university supervisor a final reflection elaborating on your experiences during student teaching (**2-3 pages typed reflection**) when you turn in your notebook and in your livetext portfolio.
9. Submit a professional resume' within the portfolio and 3-ring binder.
10. Submit all student teaching materials including all handouts, resource materials, lesson plans, completed unit, resume', evaluations, disposition forms, summary paper, schedules, etc., via 3-ring notebook.
11. Students are required to submit that they have taken (with verification) the GACE Content Exam(s) including a copy of the registration information within the 3-ring notebook.

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12. **YOU MUST BE VIDEO TAPED** at least 2 different times during your full time teaching and they must be turned into Dr. Sanderson. You will **convert each tape to a dvd; if it is not videoed in dvd form** (media services in the library will convert for you at a minimal cost). You will tape yourself **between the 1st and 2nd visit and the 2nd and 3rd visit**. When you turn in your dvd, you will also turn in a **2 page reflection of your teaching. Refer to your due dates!**
*******This is not the same video or reflections that will turned in for TPAC.**

13. Submit copies of the University Supervisor's, Mentor's, and Self Disposition Evaluations in your 3-ring notebook.

Note: You are responsible for making sure that all evaluation forms from your mentor teacher (via the web) as well as the self evaluation forms are completed at the designated times. Additionally, you are responsible for communicating the course requirements (listed above) with the mentor teacher so that she/he will be very familiar with the expectations for the course.

14. You will submit a **separate notebook** to Dr. Sanderson containing your impact on the **P-12 learner project**. You will complete a pre/post test with daily interventions for no less than 9 weeks with one of your classes. Refer to Dr. Sanderson's webpage for notebook examples, templates, and other general information.

15. You will **submit for REVIEW** in Livetext your completed Impact on the P-12 learner project to Dr. Sanderson.

16. You will **attach your final student teaching ppt** presentation in your livetext portfolio.

17. You will need to keep a journal of daily reflections to share with your supervisor weekly, for your work sample submissions and/or for your final student teaching reflections.

18. You will complete the 4-tasks for the TPAC "teacher work sample" and submit to **TPAC by March 30th**. You will **also send for review** your teacher work sample to the HPE account in Livetext **by March 30th**.

Course Evaluation and Grading Scale

1. Completion of all requirements.
2. Mentor teacher's evaluations.
3. University supervisor's evaluations.

Grading System:

Acceptable

Unacceptable

Attendance Policy

Students are expected to attend and participate professionally in all instructionally related aspects of public school teaching relative the responsibilities of the public school supervising teacher. Any missed time that has been pre-approved by the university supervisor and Dr. Sanderson will be made up at the end of the student teaching placement. Students who do not complete all requirements will receive a "U" and repeat student teaching the following semester. Students who

do not have all days completed in student teaching may receive a “U” until all days are complete or all materials are deemed satisfactory for passing student teaching.

Emergencies:

Students are expected to call their mentors and supervisor’s cell, home, and or office number, text, and email, until they have spoken with each their mentor and supervisor, if an emergency has occurred that the student will be late or will miss a day of student teaching. If you are late or miss a day and fail to contact the appropriate people, you will receive a concern form and may have to repeat student teaching.

DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM

Below is information directly quoted from the Academic Honesty Policies and Procedures:

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members’ syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

The consequences for acts of academic dishonesty in the Dewar College of Education are:

FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). According to the Dewar College of Education Concern Form Policy, “a second level two concern form will result in the student being dismissed from his/her program of study. This dismissal will result in an automatic review by the COE Undergraduate Policies Committee.”
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, “after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee.”

SPECIAL NEEDS STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin, or handicap of the individual. It is the intent of the institution to comply with the Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title XI in Section 504 of the Rehabilitation Act of 1973.

Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in the Farber Hall. The phone numbers are 245-2498 (V/VP) and 219-1348 (TTY).

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

Professionalism: At the discretion of the administration at a practicum setting, the mentor teacher, or the faculty supervisor, students failing to adhere to professional standards of appearance may be asked to leave their assigned placement to address appearance issues. Appearance issues may include and are not limited to the following: personal hygiene, body markings, VSU HPE attire worn as directed, etc. If you are asked to leave or this is a continual problem, you will receive a concern form and may not be allowed to complete your student teaching.

Student Success Center

The Student Success Center (SSC) at Valdosta State University is located in Langdale Residence Hall and is available to all students. We provide free professional academic advising, peer tutoring in core curriculum courses, and campus job information in one location. We strongly encourage students to make use of our services.

Student Success Center phone number number 229-333-7570 Student Success Center email ssc@valdosta.edu.

Concern Forms:

The purpose of the Concern Form process is for faculty to identify students who may need remediation or intervention to successfully complete the professional requirements for their program of study.

You need to make sure you understand and complete all requirements for student teaching. Any failure to do so will result in a written concern form that may result in repeating student teaching or removal from your program of study.

<http://www.valdosta.edu/coe/advising/documents/ConcernForm2010.pdf>

Instructor Names: Dr's. Sanderson, Langford, Griffin, Hagood, and Cathey.

Phone and E-mail Address:

Dr. Sonya Sanderson:
Dr. George Langford
Dr. Mike Griffin
Dr. Susan Hagood
Dr. Michael Cathey

slsanderson@valdosta.edu
glangfor@valdosta.edu
mrgriffi@valdosta.edu
shagood@valdosta.edu
rmcathey@valdosta.edu

Office Hours: Check with your supervisor for office hours.

Dear Public School Mentor,

First, it is imperative that you realize how important you are to the education of the students within the Department of Kinesiology and Physical Education. Your role during the student teaching process is vital, and we appreciate your invaluable service as well as your input. If you have any questions, please do not hesitate to ask anything of your assigned university supervisor.

The following items represent a listing of tasks, concepts, and roles that, will allow the student teaching experience to be both clear and enjoyable for you.

- Please allow the student teacher to begin taking over warm-ups, activities, and/or classes as soon as you feel confident in their abilities. We would like our students to begin **solo teaching some classes by the beginning of the 2nd week or the beginning of the 3rd week of their placement.** Of course, we are leaving the periods for beginning the solo teaching and ending solo teaching up to your discretion. **Our students have had 9 weeks of experience** teaching and writing lesson plans at the elementary, secondary, and adaptive areas over the last 3 semesters. Most student teachers should be ready to teach very quickly.
- In preparation for the teacher candidate to take over classes, please help map out the entire fifteen-weeks with them during the first couple of days of their arrival.
- If your student teacher is **arriving late, missing school, starting classes late, getting to classes late, not turning in lessons for approval at least one week in advance, not being cooperative, etc..**, please contact their university supervisor immediately. If you are unable to reach their supervisor, please email or call Dr. Sanderson (615-294-8742 cell).
- We recognize that we are on your “turf” and value your needs as an educator. Your motivation to teach within the bounds of your unit organizational structure and/or your annual plan is completely understandable. Please allow for some flexibility with both content and teaching strategies/styles with the student teacher in order to help them get the “full” experience of teaching.
- Please make sure **you observe and evaluate the student teacher on the three dates the supervisor observes.** Evaluation forms are available online; please complete them at the following link: **<http://asp.valdosta.edu/sta/>**
- Every lesson written by your student teacher must be on our HPE template. **If you approve the lesson, please initial the lesson plans one week prior to instruction.**
- Student teachers **must wear their HPE issued attire and VSU ID every day.** If you are not allowed to wear shorts or hats inside the building, nor are they.
- Student teachers are **not allowed** to leave campus for any reason (they cannot go get lunch or run errands), unless they are attending a COE or a HPE function. You will have all of those dates, so you will know ahead of time if a student needs to leave or will be gone for any VSU function.
- If student teachers are asked to assist with coaching, those duties **cannot supersede** student teaching responsibilities.
- Students will need to be **videotaped** several different times during their solo teaching, please help your student teacher schedule these around other preplanned events for your school.

Thank you,
Dr. Sonya Sanderson
Undergraduate Coordinator (HPE Teacher Certification Program)
229-333-7170
slsanderson@valdosta.edu

Note: The letter above needs to be hand delivered to your mentor.