

**Dewar College of Education and Human Services  
Valdosta State University  
Department of Kinesiology & Physical Education**

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**KSPE 3700  
ELEMENTARY PHYSICAL EDUCATION METHODS AND CONTENT  
3 SEMESTER HOURS**

**Guiding Principles (DEPOSITS)**

**(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.

**InTASC Model Core Teacher Standards\***

*(To be used for all teacher preparation program courses. Identify those that apply specifically to this course.)*

**Standard #1: Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**Standard #2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**Standard #4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

**Standard #5: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**Standard #6: Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

**Standard #7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**Standard #8: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**Standard #9: Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

\*Council of Chief State School Offices, (2013, April). *InTASC model core teacher standards and learning progressions for teachers 1.0*. Retrieved from [http://www.ccsso.org/Documents/2013/2013\\_INTASC\\_Learning\\_Progressions\\_for\\_Teachers.pdf](http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf)

## NASPE Standards

### **Standard 1: Scientific and Theoretical Knowledge**

*Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.*

1.3 Describe and apply motor development theory and principles related to skillful movement, physical activity, and fitness.

1.4 Identify historical, philosophical, and social perspectives of physical education issues and Legislation

**Standard 3: Planning and Implementation.** *Physical education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state, and national standards to address the diverse needs of all students.*

Elements – Teacher candidates will:

3.1 Design and implement short and long term plans that are linked to program and instructional goals as well as a variety of student needs.

3.2 Develop and implement appropriate (e.g., measurable, developmentally appropriate, performance based) goals and objectives aligned with local, state, and /or national standards.

3.3 Design and implement content that is aligned with lesson objectives.

3.4 Plan for and manage resources to provide active, fair, and equitable learning experiences.

3.5 Plan and adapt instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionalities.

**Standard #4: Content Knowledge.** *The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.*

4.4 Recognize the changing dynamics of the environment and adjust instructional tasks based on student responses.

4.6 Implement strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment.

**Standard #5: Application of Content.** *The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.*

5.1 Select or create appropriate assessments that will measure student achievement of goals and objectives.

5.2 Use appropriate assessments to evaluate student learning before, during, and after instruction.

**Standard 6: Professionalism.** *Physical education teacher candidates demonstrate dispositions essential to becoming effective professionals.*

Elements – Teacher candidates will:

**6.1** Demonstrate behaviors that are consistent with the belief that all students can become physically educated individuals.

**6.2** Participate in activities that enhance collaboration and lead to professional growth and development.

**6.3** Demonstrate behaviors that are consistent with the professional ethics of highly qualified teachers.

**6.4** Communicate in ways that convey respect and sensitivity.

## **GA PSC Standards**

### **Standard 1: Professional Knowledge**

**1.1: The program shall prepare candidates who know and apply disciplinary-content knowledge and concepts critical to the development of healthy and physically educated individuals.**

Elements - Teacher candidates will:

1.01 The program shall prepare candidates who can describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness.

1.0102 The program shall prepare candidates who can describe and apply motor learning, psychological/behavioral theory related to skillful movement, physical activity, and fitness.

1.0103 The program shall prepare candidates who can describe and apply motor development theory and principles related to skillful movement, physical activity, and fitness.

1.0105 The program shall prepare candidates who can describe and apply critical elements of motor skills and performance concepts.

### **Standard 2: Skill and Fitness Based Competence**

**2.1: The program shall prepare candidates who have the knowledge and skills necessary to demonstrate competent movement performance, health-enhancing fitness and health literacy skills.**

2.0101 The program shall prepare candidates who can demonstrate personal competence in motor skill performance for a variety of physical activities and movement patterns.

2.0103 The program shall prepare candidates who can demonstrate appropriate application of performance concepts related to skillful movement in a variety of physical activities.

### **Standard 3: Planning and Implementation**

**3.1: The program shall prepare candidates who can plan and implement a variety of developmentally appropriate learning experiences and content aligned with local, state and national standards in both health education and physical education.**

3.0101 The program shall prepare candidates who can design and implement short and long-term plans that are linked to program and instructional goals as well as a variety of student needs.

3.0102 The program shall prepare candidates who can develop and implement appropriate (e.g., measurable, developmentally appropriate, performance based) goals and objectives aligned with local, state, and /or national standards.

3.0103 The program shall prepare candidates who can design and implement content that is aligned with lesson objectives.

3.0104 The program shall prepare candidates who can plan for and manage resources to provide active, fair, and equitable learning experiences.

3.0105 The program shall prepare candidates who can plan and differentiate sequential instruction to accommodate learner capabilities and needs.

### **Standard 4: Instructional Delivery and Management**

**4.1: The program shall prepare candidates who can use effective communication and pedagogical skills and strategies to enhance student engagement and learning in both health education and physical education.**

4.0101 The program shall prepare candidates who can demonstrate effective verbal and non-verbal

communication skills across a variety of instructional formats.

4.0102 The program shall prepare candidates who can implement effective demonstrations, explanations, and instructional cues and prompts to link concepts to appropriate learning experiences.

4.0103 The program shall prepare candidates who can analyze student performance and provide instructional feedback which results in skill acquisition, student learning, and motivation.

4.0104 The program shall prepare candidates who can recognize the changing dynamics of the environment and adjust instructional tasks based on student responses.

4.0105 The program shall prepare candidates who can utilize managerial rules, routines, and transitions to create and maintain an effective learning environment.

4.0106 The program shall prepare candidates who can implement strategies to help students demonstrate responsible personal and social behaviors.

### **Standard 5: Impact on Student Learning**

**5.1: The program shall prepare candidates who can utilize assessments and reflection to foster student learning and inform instructional decisions in both health education and physical education.**

5.0101 The program shall prepare candidates who can select or create appropriate assessments that will measure student achievement of goals and objectives.

5.0102 The program shall prepare candidates who can use a variety of appropriate assessments to evaluate student learning.

5.0103 The program shall prepare candidates who can utilize the reflective cycle to implement change in teacher performance, student learning, and/or instructional goals and decisions.

### **Standard 6: Professionalism**

**6.1: The program shall prepare candidates who can demonstrate dispositions essential to becoming effective professionals in both health education and physical education.**

6.0101 The program shall prepare candidates who can demonstrate behaviors that are consistent with the belief that all students can become healthy and physically educated individuals.

6.0102 The program shall prepare candidates who can participate in activities that enhance collaboration and lead to continuous professional learning.

6.0103 The program shall prepare candidates who can model appropriate professional behaviors.

## **COURSE DESCRIPTION**

The course emphasizes knowing about and doing. In this course you will write objectives, plan lessons, teach lessons to children, observe each other teach, and participate in active sports, games, and movement. You will actually do these things rather than just hear about them. Since sessions include laboratory experiences, attendance and participation are required.

## **REQUIRED TEXTBOOKS / RESOURCE MATERIALS**

### **Text:**

Rink, J. (2014). *Teaching physical education for learning*. 7<sup>th</sup> Ed. New York: McGraw-Hill Companies. ISBN 978-0-07-802269-2

- **SD Card – minimum of 8 GB and 2AA batteries for wireless microphone**
- **Watch – with count down timer and stopwatch preferred**
- **Uniforms - In your KSPE classes you must wear approved KSPE attire each day**

➤ **Whistle & Clipboard (optional)**

**Online Resources:**

- All correspondence via e-mail in this class **must** be through the VSU e-mail system. E-mails received from any other source besides the VSU e-mail system **will not** be accepted. Students should check their VSU e-mail accounts daily for class updates or announcements.
- All students are required to become familiar with their VSU Blazeview account. Information about this class, handouts, readings, and updates to assignments will be uploaded via Blazeview. Students must check their Blazeview class site daily for class requirements. To access Blazeview – <http://blazeview.valdosta.edu/webct/entryPageIns.dowebct>
- In addition students are to become familiar with their Livetext computer and various other assignments program. Livetext will be used in this class for Lesson Plan work. <https://college.livetext.com/>

Students will also locate and utilize additional websites and readings as needed to support projects.

**COURSE OBJECTIVES**

Teacher candidate will (TCW).....

1. Understand how to design developmentally appropriate physical education lessons for elementary school age. (*InTASC S1, S4, S7., NASPE 3.1 – 3.4., GA PSC 3.1, 3.0102., CPL2.1, 2.2, 2.3*).  
**Activities/Assignments:- Effective Teaching behavior analysis (authentic assessments), Developmental/Task Analysis, edTPA Task 1:- (planning, commentary & 3 Lesson Plans), Self-Evaluation/Reflection, Quizzes, Mid-Term exam, Early Field Experience/Practicum, Final Exam.**
2. Understand the appropriate activities suitable for k-2 and 3-5 grade levels, respectively for the growth and development of the associated school age children, (*InTASC S1, S4., NASPE 3.1 – 3.4., GA PSC 3.1, 3.0102., CPL 2.1, 2.2, 2.3*)  
**Activities/Assignments:- Effective Teaching behavior analysis (authentic assessments), Developmental/Task Analysis, edTPA Task 1:- (planning, commentary & 3 Lesson Plans), Quizzes, Mid-Term exam, Early Field Experience/Practicum, Final Exam.**
3. Use multiple resources to create and teach developmentally appropriate lesson plans based upon observation, learners' knowledge, and learners' personal, cultural and community assets. (*InTASC 1 2, 3, 4, 5, 7, 8; NASPE 1.2, 1.3, 2.3, 4.2, 4.3, 4.4, 6.3, 6.4., GA PSC 1.1, 1.0105, 2.0103, 3.0101, 3.0102., 4.0102., 4.0103., 4.0104; AAHE IA, IB, IC, IF, IIA, IIB, IIC, IIIB, IIIC, IIID, IIIE, IVA, VIIB*) (*FL 1.1, DL 1.1*).  
**Activities/Assignments:- Effective Teaching behavior analysis (authentic assessments), Developmental/Task Analysis, Self-Evaluation/Reflection, Quizzes, Mid-Term exam, Early Field Experience/Practicum, Final Exam**
4. Understand the rationale to improve physical fitness and the methods to integrate health related fitness into physical education class. (*InTASC S4, S8, NASPE 3.3, 3.4, GA PSC 3.1, 3.0102*).  
**Activities/Assignments:-Developmental/Task Analysis, Self-Evaluation/Reflection, Quizzes, Mid-Term exam, Early Field Experience/Practicum, Final Exam**
5. Understand and use different teaching styles including both direct and indirect instruction. (*InTASC S4, S8., NASPE 3.3-3.5., 4.4., GA PSC 3.0102, 3.0106, 4.0104., CPL 2.1, 2.2, 2.3*).  
**Activities/Assignments:- Effective Teaching behavior analysis (authentic assessments), edTPA Task**

**1:- (planning, commentary & 3 Lesson Plans), Self-Evaluation/Reflection, Quizzes, Mid-Term exam, Early Field Experience/Practicum, Final Exam**

6. Create learning objectives that align with current curriculum standards (NASPE/AAHE/GPS) and the central focus (essential question) and provide criteria for assessment for diverse groups of learners. (*InTASC S1, S2, S3, S4, S5, S7, S8; NASPE 3.1, 3.2, 3.3, 3.6, GA PSC 3.0102, 3.0106, 4.0104., AAHE IA, IB, IC, IF, IIIB, IIIC, IIID, IIIE, VA, VD*) (*FL 1.2*) (*DL 1.1*).  
**Activities/Assignments:- Effective Teaching behavior analysis (authentic assessments), Developmental/Task Analysis, Self-Evaluation/Reflection, Quizzes, Mid-Term exam, Early Field Experience/Practicum, Final Exam**
7. Understand the methods of analyzing movement, fitness development, and knowledge in such a way to evaluate students learning including formative and summative assessments, during both peer teaching and clinical teaching experience (*InTASC S4, S5, S6., NASPE 4.4, 5.1, 5.2., GA PSC 3.0102, 3.0106, 4.0103.,*) (*FL 1.1, 1.2, 1.3, 2.1, 2.2, 2.3*) (*AL 1.1*).  
**Activities/Assignments:- Effective Teaching behavior analysis (authentic assessments), Developmental/Task Analysis, edTPA Task 1:- (planning, commentary & 3 Lesson Plans), Self-Evaluation/Reflection, Quizzes, Mid-Term exam, Early Field Experience/Practicum FL2a, Final Exam**
8. Organize, allocate, and manage resources (e.g., time, space, equipment, activities, and teacher attention) to provide active and equitable learning experiences. (*InTASC S4, S7., NASPE 3.4., GA PSC 3.0104*)  
**Activities/Assignments:- Effective Teaching behavior analysis (authentic assessments), Developmental/Task Analysis, Self-Evaluation/Reflection, Quizzes, Mid-Term exam, Early Field Experience/Practicum, Final Exam**
9. Apply theory into practice through field experience in authentic setting. (*InTASC S5, NASPE 4.6., GA PSC 4.0102., FL 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, FL2a*).  
**Activities/Assignments:-Self-Evaluation/Reflection, Quizzes, Mid-Term exam, Early Field Experience/Practicum FL2a, Final Exam.**
10. Gain professionalism through working with a mentor and students in the public schools. (*InTASC S9; NASPE 6.2., GA PSC 6.0102., FL 1.1, 1.2, 1.3, 2.1, 2.2, 2.3*).  
**Activities/Assignments:-Self-Evaluation/Reflection, Quizzes, Mid-Term exam, Early Field Experience/Practicum FL2a, Final Exam.**
11. Complete various assignments during practicum teaching to meet the edTPA requirements. (*InTASC S4, S7, NASPE 1.3, 3.3., GA PSC 3.0104*).  
**Activities/Assignments:-edTPA Task 1, Self-Evaluation/Reflection, Quizzes, Mid-Term exam, Early Field Experience/Practicum, Final Exam**
12. Write reflective journals during practicum teaching involving description of teaching, justification of teaching performance, critique of teaching performance, goals setting, and the implementation of change. (*InTASC S9., NASPE 6.2., GA PSC 5.0103., FL 1.1, 1.2, 1.3, 2.1, 2.2, 2.3*).  
**Activities/Assignments:-Developmental/Task Analysis, Self-Evaluation/Reflection, Quizzes, Mid-Term exam, Early Field Experience/Practicum FL2a, Final Exam**
13. Gain professionalism through working with a mentor and students in the public schools. (*InTASC S9, NASPE 6.2., GA PSC 6.0102, 6.0103, FL 1.1, 1.2, 1.3, 2.1, 2.2, 2.3*) (**FL2a**).  
**Activities/Assignments:-Effective Teaching behavior analysis (authentic assessments), Self-Evaluation/Reflection, Quizzes, Mid-Term exam, Early Field Experience/Practicum FL2a, Final Exam.**

14. Understand expectations of the teaching profession and act in accordance with the standards of performance and the Code of Ethics for Georgia educators. See link for more detail: <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Documents/GAPSC-Session-Code-of-Ethics.pdf> . (*InTASC S9., EDL 1.1, 1.2, 2.2, NASPE 6.2; GA PSC 6.1, 6.0102, 6.0103*)  
**Activities/Assignments:-Self-Evaluation/Reflection, Quizzes, Mid-Term exam, Early Field Experience/Practicum, Final Exam**
15. Be able to effectively communicate appropriate Georgia mandated P-12 standards (Health/Physical Education) through lesson plan writing and instructional delivery. (*InTASC S9, NASPE 6.2., GA PSC 6.0102, 6.010; EDL 1.1, 1.2, 2.2.*)  
**Activities/Assignments:-Self-Evaluation/Reflection, Quizzes, Mid-Term exam, Early Field Experience/Practicum, Final Exam.**
16. Understand academic language and how to use it appropriately when preparing and delivering lessons to P-12 students. (*InTASC S5, S7, NASPE 3.4, 3.5, 5.1., GA PSC 3.0106., CPL 2.2., FL 1.1, 1.2, 1.3, 2.1, 2.2, 2.3.*)  
**Activities/Assignments:- Effective Teaching behavior analysis (authentic assessments), Developmental/Task Analysis, edTPA Task 1:- (planning, commentary & Lesson Plans), Self-Evaluation/Reflection, Quizzes, Mid-Term exam, Early Field Experience/Practicum FL2a, Final Exam**
17. Develop task (i.e. real world activities/situations) that applies content knowledge and skills when delivering lessons to the P-12 student. (*InTASC S5, S8, NASPE 3.3., GA PSC 3.0102., CPL 2.3, FL 1.1, 1.2, 1.3, 2.1, 2.2, 2.3.*)  
**Activities/Assignments:-Effective Teaching behavior analysis (authentic assessments), Developmental/Task Analysis, edTPA Task 1:- (planning, commentary & Lesson Plans), Self-Evaluation/Reflection, Quizzes, Mid-Term exam, Early Field Experience/Practicum FL2a, Final Exam**
18. Gain experience using various instructional strategies based upon university course materials, unit/lesson plan development, adaptation to diverse learners, and requirements for field experience. (*InTASC 1, 2, 3, 4, 5, 7, 8; NASPE 2.3, 3.1, 3.3, 3.5, 4.6; GA PSC 3.1, 3.0106., AAHE IIIB, IIIC, IIID, IIIE; FL1.3.*)  
**Activities/Assignments:- Effective Teaching behavior analysis (authentic assessments), Developmental/Task Analysis, Self-Evaluation/Reflection, Quizzes, Mid-Term exam, Early Field Experience/Practicum, Final Exam**
19. Practice classroom management skills to promote learner engagement with minimal loss of instructional time through monitoring learners, organizing learning activities, allocating academic learning time, coordinating resources (e.g., time, space, materials). (*InTASC S2, S3, S4, S5, S8; NASPE 3.4, 3.5, 3.6, 4.1, 4.2, 4.3, 4.5., GA PSC 3.1.3.0106., AAHE IVC; FL2.1.*)  
**Activities/Assignments:- Effective Teaching behavior analysis (authentic assessments), Developmental/Task Analysis, edTPA Task 1:- (planning, commentary & Lesson Plans), Self-Evaluation/Reflection, Quizzes, Mid-Term exam, Early Field Experience/Practicum, Final Exam**
20. Plan and comment upon a learning segment (3-5 lessons) that aligns a central focus, objectives, standards, and learning activities and sequences learning activities that lead to greater skill development. (*InTASC S1, S2, S3, S4, S5, S7, S6, S8; NASPE 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 5.1, 5.2, 5.3, 6.3, 6.4., GA PSC 1.0105, 3.0101, 3.0102, 3.0106., AAHE IVA, IVB, IVC, IVD*) (*FL2.2.*) **Activities/Assignments:- Effective Teaching behavior analysis (authentic assessments), Developmental/Task Analysis, edTPA Task 1:- (planning, commentary & Lesson Plans), Self-Evaluation/Reflection, Quizzes, Mid-Term exam, Early Field Experience/Practicum, Final Exam**
21. Provide learners with the opportunity to responsibly use interactive technology within lessons in order to promote greater learning about movement patterns, performance concepts, and/or health-enhancing

fitness. (*InTASC S1, S3, S7, S8; NASPE 3.7, 4.6., GA PSC 3.0104, 4.0104., AAHE IVB; FL<sub>2,3</sub>*).

**Activities/Assignments:-Effective Teaching behavior analysis (authentic assessments), Developmental/Task Analysis, edTPA Task 1:- (planning, commentary & Lesson Plans), Self-Evaluation/Reflection, Quizzes, Mid-Term exam, Early Field Experience/Practicum, Final Exam**

22. Create and implements routines within the classroom that articulates explicit expectations and procedures for a safe, positive learning environment, which include norms for behavior, respect for others, and responsibility for preparation and completion of work. (*InTASC S1, S3, S7; NASPE 3.4, 4.5, 6.3., GA PSC 3.0104, 4.0105., AAHE IVC; FL<sub>3,5</sub>*).

**Activities/Assignments: - Effective Teaching behavior analysis (authentic assessments), Developmental/Task Analysis, edTPA Task 1:- (planning, commentary & Lesson Plans), Self-Evaluation/Reflection, Quizzes, Mid-Term exam, Early Field Experience/Practicum, Final Exam.**

## **COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS**

### **COURSE EVALUATION (Point System)**

- |  |            |
|--|------------|
| 1. Effective Teaching behavior analysis ( 2 authentic assessments)   | 50 points  |
| 2. Developmental/Task Analysis (2 x 50)  | 100 points |
| 3. edTPA Task 1:- (planning = 20, commentary = 20 & 3 LPs = 60)  | 100 points |
| 4. Self-Evaluation/Reflection 40 (Intro-Bio = 10)  | 50 points  |
| 5. Quizzes (2 x 25)  | 50 points  |
| 6. Mid-Term exam   | 50 points  |
| 7. Early Field Experience/Practicum (FL <sub>2,4</sub> )   | 100 points |
| <i>This is a required Theme Proficiency Level Assessment and should not be modified or removed from this course without the approval of the program faculty.</i> |            |
| 8. Final Exam  | 100 points |

**Total 600 points**

All prospective teachers must demonstrate the ability to apply content knowledge in a clinical teaching experience. Prospective teachers must create unit and lesson plans. They will then have several opportunities to be checked off on their ability to exhibit the elements of effective teaching behaviors. Lessons will be videotaped and they will have an opportunity to view, analyze and reflect on their teaching. Prospective students will be required to repeat teaching lessons until they have demonstrated the ability to exhibit the elements of effective teaching behaviors. Effective teaching behavior list/template will be provided. Finally, a final portfolio with all units, lesson plans, and reflections must be submitted for evaluation. A rubric for the portfolio evaluation is provided below.

The Teaching Portfolio will be a final compilation of all unit plans, lesson plans, lesson evaluations, and self-analyses performed as part of the clinical teaching component of the course. Lessons will be videotaped and the teacher will be expected to conduct detailed analyses of their teaching using both quantitative and qualitative observation instruments. The objective is for the teacher to identify weaknesses and strengths in their teaching and



develop strategies that maintain and improve on the strengths while eliminating or reducing the weaknesses. The following instrument will be used to evaluate the portfolios.

**Grading Scale:**

A = 90 - 100%

B = 80 - 89%

C = 70 - 79%

D = 60 - 69%

F = Below 60

**ATTENDANCE POLICY:**

Students are expected to attend and actively participate in each class meeting in order to successfully meet the course requirements. Your participation during each classroom activity is essential to the learning process. Your responsibility is to initiate constructive and professional interaction and participation. Do not wait for opportunities to come to you and tap you on the shoulder. **Lack of active participation could result in a deduction of classroom participation points.** If you are not in class, you are not participating. Therefore, it is necessary that you attend and participate in each of the class meetings. Students missing more than 20% of the class sessions will receive a failing grade for the course unless a documented written excuse is provided for absences. Excused absences could be illness; university sponsored activities, and family or personal emergencies. The professor will determine if the reason can be documented and excusable. Students are responsible for obtaining any class notes and/or assignments given during the absence.

*Make-up work or alternative assignments will be determined by the professor and at the sole discretion of the professor. These assignments may or may not exactly duplicate the original and will not entitle other students to the same alternatives since they may not have experienced the same situations.*

**Cell Phones**

**All cell phones must be turned off during class time. Cell phones must be turned off and out of sight during tests.** Any extenuating circumstances must be discussed with instructor on the day of the special circumstances prior to entering class.

**PROFESSIONALISM**

***Professional Improvement Plan***

The purpose of the Professional Improvement Plan (PIP) process is for faculty to identify students who may need remediation or intervention to successfully complete the professional requirements for their program of study. For more information see the Professional Improvement Plan Process, linked below:

<http://www.valdosta.edu/colleges/education/deans-office/documents/professional-improvement-plan-11.22.13.doc>

**DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM**

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

**Title IX Statement:** Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual

harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Director of the Office of Social Equity, [titleix@valosta.edu](mailto:titleix@valosta.edu), 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

**Access Statement:** Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit VSU's Access Office or email: [access@valdosta.edu](mailto:access@valdosta.edu).

## **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. Instructors will not be able to view individual responses or to access any of the responses until after final grade submission. 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>.

## **Drop Policy**

Any student has the right to an evaluation of his/her grade in a course prior to the end of the drop period. This policy does not require an examination to be given in order to evaluate the student's standing. Evaluations can take into account attendance, participation, preparation, and performance to date, and the like. As stated in the VSU Bulletin, "*Students officially withdrawing from a course prior to midterm will receive a "W" for the course. After midterm ... it is the instructor who determines whether the grade awarded is "W" (withdrew passing) or "WF" (withdrew failing). The grade of "WF" is equivalent to an "F" and is calculated in the grade point average.*" Effective Fall 2010, all undergraduate students are limited to five course withdrawal ("W") grades for their entire enrollment at Valdosta State University. For more details on the withdrawal policy click on the following link: <http://www.valdosta.edu/academic/WithdrawalPolicy.shtml>

## **Unforeseen Circumstances**

Due to unforeseen circumstances, this syllabus is subject to change and may be altered if the instructor deems necessary. If a change is necessary, the instructor will give notice to the students in the class at the appropriate time and will always be in the best interest of the students.

***\*It is the responsibility of each student to read this syllabus in its entirety. This is the agreement between the instructor and the student; failure to read and understand this document is no excuse for failure to meet and/or complete the course requirements contained within. If you have any questions or if you do not understand any part of this document, contact the instructor for clarification.***

