

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

KSPE 4790

**Student Teaching in Health & Physical Education
10 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*

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 #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

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.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

*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

NASPE Standards

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.
- 3.6 Plan and implement progressive and sequential instruction that addresses the diverse needs of all students.
- 3.7 Demonstrate knowledge of current technology by planning and implementing learning experiences that require students to appropriately use technology to meet lesson objectives.

Standard 4: Instructional Delivery and Management

Physical education teacher candidates use effective communication and pedagogical skills and strategies to enhance student engagement and learning.

Elements – Teacher candidates will:

- 4.1 Demonstrate effective verbal and non-verbal communication skills across a variety of instructional formats.
- 4.2 Implement effective demonstrations, explanations, and instructional cues and prompts to link physical activity concepts to appropriate learning experiences.
- 4.3 Provide effective instructional feedback for skill acquisition, student learning, and motivation.
- 4.4 Recognize the changing dynamics of the environment and adjust instructional tasks based on student responses.
- 4.5 Utilize managerial rules, routines, and transitions to create and maintain a safe and effective learning environment.
- 4.6 Implement strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment.

Standard 5: Impact on Student Learning

Physical education teacher candidates utilize assessments and reflection to foster student learning and inform instructional decisions.

Elements – Teacher candidates will:

- 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.
- 5.3 Utilize the reflective cycle to implement change in teacher performance, student learning, and/or instructional goals and decisions.

Standard 6: Professionalism

Physical education teacher candidates demonstrate dispositions essential to becoming effective professionals.

Elements – Teacher candidates will:

- 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

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:

- 1.0104 The program shall prepare candidates who can describe and apply historical, philosophical, and social perspectives of health and physical education issues and legislation.

Standard 3: Planning and Implementation

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.

Elements – Teacher candidates will:

- 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

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.

Elements – Teacher candidates will:

- 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

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.

Elements – Teacher candidates will:

- 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

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

Elements – Teacher candidates will:

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

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

SUGGESTED TEXTBOOKS / RESOURCE MATERIALS

Livertext and blazeview will be used along with:

RESOURCE MATERIALS

<http://gace.ets.org/>

Health ---Test I---115 (2.5 hours)

Physical Education---Test II---116 (2.5 hours)

Combined Test for Health and PE---Test 615 (5 hours) (cheaper if take the combined test)

GACE—Ethics Exit Assessment

edTPA---Pearson

COURSE OBJECTIVES (CO)

The teacher candidate should be able to:

1. Instruct students with varying diverse background and needs (*InTASC S2-S4; NASPE 3.5, 4.4; GA PSC 3.0105, 4.0104; DL 1.1*).
***Activities/Assignments/Assessments: lesson plans, impact project**
2. Be aware of gender roles and sexual identities of the P-12 students and their families and treat each with dignity and equality (*InTASC S4; NASPE 3.4, 4.6, 6.4; GA PSC 3.0104, 4.0106; DL 1.2*).
***Activities/Assignments/Assessments: COEHS handbook**
3. Plan lessons that can be adapted to meet the needs of diverse learners (*InTASC S1-S4; NASPE 3.2, 3.5, 6.1; GA PSC 3.0102, 3.0105, 6.0101; DL 2.2*).
***Activities/Assignments/Assessments: lesson plans**
4. Uses the understanding of how different cultures and environments play a role in comprehension and student success for meeting standards to create a positive learning environment (*InTASC S2-S4; NASPE 3.4, 4.6; GA PSC 3.0104, 4.0106; DL 2.3*).
***Activities/Assignments/Assessments: lesson plans, impact project**
5. Utilizes the strengths and needs of diverse populations, sexual identities, and historical representations of the P-12 student as during planning of lessons and implementing to meet the needs of all students (*InTASC S2-S4; NASPE 3.4, 4.6; GA PSC 3.0104, 4.0106; DL 3.1, CPL 3.2*).
***Activities/Assignments/Assessments: lesson plans, impact project**
6. Apply student's prior knowledge and experiences to promote values of multilingual and multicultural perspectives when planning and implementing lesson (*InTASC S2-S4, S7, S8; NASPE 3.1 – 3.7; GA PSC 3.0104-3.0105; DL 3.2*).
***Activities/Assignments/Assessments: lesson plans, impact project**
7. Use multiple sources of data (pretests, fitness tests, student learning outcomes, etc.) for both formative and summative purposes to inform, guide, and adjust instruction (*InTASC S2, S6, S7; NASPE 3.4-3.6, 5.1, 5.2; GA PSC 3.0104-3.0105, 5.0101; DL 3.3*).
***Activities/Assignments/Assessments: lesson plans, impact project**
8. Make decisions on which technology platform is appropriate to use for planning and delivering lessons (*InTASC S7, S8; NASPE 3.7; TL 2.1*).

- *Activities/Assignments/Assessments: lesson plans, impact project**
9. Locate websites/videos/interactive sites and adapt those to promote student learning (*InTASC S7, S8; NASPE 3.7; TL 2.2*).
- *Activities/Assignments/Assessments: lesson plans, impact project**
10. 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 S2, S3; NASPE 4.5, 4.6; GA PSC 4.0105-4.0106; EDL 1.2*).
- *Activities/Assignments/Assessments: student teaching final assessment/ COEHS handbook**
11. Seek out health or physical educators, community leaders, and/or administrators to assist in problem solving and reflective feedback for instructional purposes (*InTASC S9, S10; NASPE 6.4; EDL 2.1*).
- *Activities/Assignments/Assessments: Disposition Assessment; Weekly Reflections**
12. Use feedback received from supervisors, mentors and other peers to evaluate their teaching effectiveness (*InTASC S9, S10; NASPE 6.4; EDL 2.2*).
- *Activities/Assignments/Assessments: Disposition Assessment; Weekly Reflections**
13. Continually use daily reflections to help adjust or modify planning and instruction (*InTASC S9, S10; NASPE 6.4; EDL 3.1*).
- *Activities/Assignments/Assessments: Disposition Assessment; Weekly Reflections**
14. Collaborate effectively with mentors, students, families, the community, and with other health or physical educators (*InTASC S9, S10; NASPE 6.4; EDL 3.2*).
- *Activities/Assignments/Assessments: Disposition Assessment; Weekly Reflections**
15. Plan a variety of formal and informal assessments that align with instructional strategies and measure student's mastery of learning objectives (*InTASC S2, S6, S7; NASPE 3.4-3.6, 5.1, 5.2; GA PSC 3.0104-3.0106, 5.0101, 5.0102; AL 2.1*).
- *Activities/Assignments/Assessments: lesson plans, impact project**
16. Use diagnostic assessment data to develop learning goals for individual students and whole groups, to differentiate instruction, and to document learning (*InTASC S2, S6, S7; NASPE 3.4-3.6, 5.1, 5.2; GA PSC 3.0104-3.0106, 5.0101, 5.0102; AL2.2,3.1*).
- *Activities/Assignments/Assessments: lesson plans, impact project**
17. Know which students or groups of students who need accommodations in testing situations and implement those accommodations fairly and equitable (*InTASC S2, S6, S7; NASPE 3.4-3.6, 5.1, 5.2; GA PSC 3.0104-3.0106, 5.0101, 5.0102; AL 3.2*).
- *Activities/Assignments/Assessments: lesson plans, , impact project**
18. Make instructional decisions by using assessments that align with established curriculum and state standards (*InTASC S2, S6, S7; NASPE 3.4-3.6, 5.1, 5.2; GA PSC 3.0104-3.0106, 5.0101, 5.0102; AL 3.3*).
- *Activities/Assignments/Assessments: lesson plans, impact project**
19. Observe students' learning patterns and developmentally sequence learning activities (*InTASC S1, S2, S4; NASPE 3.2; GA PSC 3.0102; FL 1.1*).
- *Activities/Assignments/Assessments: lesson plans, impact project**
20. Use pedagogical knowledge relevant to the health and/or physical education when developing measurable objectives (*InTASC S7; NASPE 4.2; GA PSC 4.0102; FL 1.2; CPL 1.1*).
- *Activities/Assignments/Assessments: lesson plans, impact project**
21. Deliver instructional learning experiences that are linked to GPS standards and objectives (*InTASC S3; NASPE 3.2; GA PSC 3.0102; FL 1.3*).
- *Activities/Assignments/Assessments: lesson plans, impact project**
22. Maximize instructional learning time during teaching episodes (*InTASC S8; NASPE 3.1, 4.1-4.4; GA PSC 3.0101, 4.0101-4.0104; FL 2.1*).
- *Activities/Assignments/Assessments: lesson plans, impact project**
23. Plan effective lessons for content mastery, pacing, and transitions that are linked to learning objectives (*InTASC S3, S7; NASPE 4.2, 4.3, 4.5; GA PSC 4.0102, 4.0103, 4.0105; FL 2.2*).
- *Activities/Assignments/Assessments: lesson plans, impact project**
28. Provide students with opportunities to use technology (i.e. smart board, heart rate monitors, pedometers, etc.) (*InTASC S7, S8; NASPE 3.7; TL 2.1, 2.2; FL 2.3*).
- *Activities/Assignments/Assessments: lesson plans, impact project**

29. Analyze and use student data to inform planning (*InTASC S6; NASPE 5.1, 5.2; GA PSC 5.0101, 5.0102; AL 2.2; FL 3.1*). **(FL 3a)**
***Activities/Assignments/Assessments: lesson plans, impact project**
30. Differentiate instructional content and the learning environment to meet individual developmental needs of students based on IEPs or other legal requirements (*InTASC S2; S3 NASPE 4.5, 4.6; GA PSC 4.0105, 4.0106; FL 3.2*).
***Activities/Assignments/Assessments: lesson plans, impact project**
31. Model and provide students with opportunities to use academic language (*InTASC S8; NASPE 3.4, 4.3; GA PSC 3.0104, 4.0103; FL 3.3*).
***Activities/Assignments/Assessments: lesson plans, impact project**
32. Establish clear expectations for classroom rules, routines, and procedures while creating a warm, attractive, inviting, and supportive classroom environment (*InTASC S2, S3; NASPE 4.5, 4.6; GA PSC 4.0105, 4.0106; FL 3.4*).
***Activities/Assignments/Assessments: lesson plans, impact project**
33. Understand health and/or physical education pedagogical content (*InTASC S7; NASPE 4.2; GA PSC 4.0102; FL 1.2; CPL 1.1*).
***Activities/Assignments/Assessments: lesson plans, impact project**
34. Guide students through discovery opportunities to assist in debunking “myths” or negative attitudes of health and/or physical education skills, drills, activities, or games (*InTASC S5; NASPE 1.4; GA PSC 1.0104; CPL 1.2*).
***Activities/Assignments/Assessments: lesson plans, impact project**
35. To be aware of and effectively communicate appropriate Georgia mandated P-12 standards (Health/Physical Education) through lesson plan writing and instructional delivery (*InTASC S2, S7; NASPE 3.2, 4.1; GA PSC 3.010, 4.0101; CPL 1.3, CPL 2.1*).
***Activities/Assignments/Assessments: lesson plan, impact project**
36. Understand academic language and use it appropriately when preparing and delivering lessons to P-12 students (*InTASC S7; NASPE 4.1; GA PSC 4.0101; CPL 2.2*).
***Activities/Assignments/Assessments: lesson plans, impact project**
37. Develop tasks that engage and allow students to make connections in an authentic learning environment by providing real-life examples and interdisciplinary connections (*InTASC S3; S8; NASPE 3.4, 4.6; GA PSC 3.0104, 4.0106; CPL 2.3, CPL 3.1*).
***Activities/Assignments/Assessments: lesson plans, impact project**
38. Use student reflections, prior knowledge and experiences to link to new concepts (*InTASC S7, S8; NASPE 1.4, 5.3; GA PSC 1.0104, 5.0103; CPL 3.1*).
***Activities/Assignments/Assessments: lesson plans, impact project**
39. Engage and introduce students to critical thinking applications to help address possible issues or problems that may arise locally or even globally in health (i.e. obesity, heart disease, diabetes, etc.) and or physical education (i.e. decrease time, deletion of programs, non-credit course, etc.) (*InTASC S5; NASPE 1.4; GA PSC 1.0104; CPL 3.3*).
***Activities/Assignments/Assessments: lesson plans, impact project**
40. Develop a working knowledge of the school’s teaching schedule and annual plans for health and or physical education (*InTASC S7; NASPE 1.4; GA PSC 1.0104; CPL 1.1*).
***Activities/Assignments/Assessments: Hourly teaching schedule, 15 week tentative schedule**
41. Use multiple resources to create and teach developmentally appropriate lesson plans based upon observation, learners’ knowledge, and learners’ personal, cultural and community assets (*InTASC 1-5, 7, 8; NASPE 1.2, 1.3, 2.3, 4.2, 4.3, 4.4, 6.3, 6.4; GA PSC 1.0102, 1.0103, 4.0102, 4.0104, 6.0103; FL 1.1*).
***Activities/Assignments/Assessments: FEX, lesson plans, impact project**
42. Create learning objectives that align with current curriculum standards (NASPE/GPS) and the central focus (essential question) and provide criteria for assessment for diverse groups of learners (*InTASC 1-5, 7, 8; NASPE 3.1-3.3, 3.6; GA PSC 3.0101-3.0103, 3.0106; FL 1.2*).
***Activities/Assignments/Assessments: FEX, lesson plans, impact project**

43. 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 1-5, 7, 8; NASPE 2.3, 3.1, 3.3, 3.5, 4.6; GA PSC 2.0103, 3.0101, 3.0103, 3.0105, 4.0106; FL_{1,3}*).
- *Activities/Assignments/Assessments: FEX, lesson plans, impact project**
44. 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 2-5, 8; NASPE 3.4-3.6, 4.1, 4.2, 4.3, 4.5; GA PSC 3.0104-3.0106, 4.0101, 4.0102, 4.0105; FL_{2,1}*).
- *Activities/Assignments/Assessments: FEX, lesson plans, impact project**

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. **Hourly teaching schedule:** Candidates will submit a word document to their supervisor that contains their mentors daily work schedule (bus duty, faculty meetings, cafeteria duty, lunch, planning, etc.).
2. **15 week tentative schedule:** Candidates will submit a word document to their supervisor that contains a tentative 15 week schedule of activities that will be taught during student teaching.
3. **Weekly emails to supervisor:** Candidates will submit a word document to their supervisors that contains no less than two paragraphs of their weekly reflections before 5:00pm each Friday (**InTASC S9; NASPE 5.3, EDL 2.2**).
4. **Completed Hard Copy Notebook:** Candidates will keep at least a 3” ring binder with all lesson plans, evaluations, resume, dispositions, schedules, reflection (2-3 pages from overall experience), etc. to give to the supervisor each visit and at the end of student teaching. Candidates will also submit verification of taking the GACE Content Exam(s) including a copy of the registration information within the 3-ring notebook. Without this proof that you have taken GACE Content, you will receive a U for the KSPE 4790 and 4800 courses (**InTASC S1-S10; NASPE 5.3, 6.2; FL_{2,1}**).
- 6/7. **Lesson Plan (Weekly Lesson Plans):** Candidates will submit one lesson plan to the supervisor for review in livetext before the end of the student teaching experience. Candidates will all submit all lesson plans ONE week *ahead of time* to your mentor and supervisor for *all* classes where you are responsible for the instruction. Break lessons down by: (K-2, 3-5, 6-8, 9-12). Present to 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 (**InTASC S1-S8; NASPE 3.1–3.7, 4.1- 4.6; CPL 2.2,2.3, FL 3a**).
8. **Field Experience:** Full attendance at school and/or contacts mentor after seeking permission from supervisor for being late or absent via verbal communications. Candidates should also read and have a working knowledge of the student teaching handbook provided by the COEHS (**InTASC S1-S10; NASPE 5.3, 6.2; FL 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, and 3.5**).
9. **Impact on the P-12 Learner:** Candidates will complete a pre/posttest on students, discuss findings, discuss what was changed from results and why. Submitted as a hard copy and in livetext (**InTASC S1-S10; NASPE 3.1, 3.2, 3.3, 3.6**).
10. **edTPA:** Prepare/organize all typed materials pertaining to the edTPA project (handouts, resource materials, lesson plans, videos, commentaries, etc. (**InTASC S1-S10; NASPE 3.1, 3.2, 3.3, 3.6**).

COURSE EVALUATION

- | | |
|---|------|
| 1. Hourly teaching schedule (on time and complete) | 100 |
| 2. 15 week tentative schedule (on time and complete) | 100 |
| 3. Weekly emails to supervisor (on time and complete) | 150 |
| 4. Completed Hard Copy Notebook (with all completed contents) | 100 |
| 5. Lesson Plan (Livetext) (FL_{3a}) | 100 |
| <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> | |
| 6. Weekly Lesson Plans (submitted each Friday) | 1400 |

7. Field Experience	1500
8. Impact on the P-12 Learner	100
9. edTPA (submitted successfully to livetext)	<u>1000</u>
Total	4550

GRADING SYSTEM:

- Acceptable (70% -100%)
- Unacceptable (69% and below)

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 professional improvement plan and may have to repeat student teaching.

PROFESSIONALISM

Professional Improvement Plan (PIP)

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>

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. Any practicum time missed as a result will need to be made up. A PIP may also be written and removal from placement could occur.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

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

ACCESSIBILITY 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 age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

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 Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit <http://www.valdosta.edu/access> or email: access@valdosta.edu.

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, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

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>.

COURSE REQUIREMENTS & ASSIGNMENTS

All assignments should conform to the professional standards expected of university students. Papers must be typed, double-spaced in an appropriate font style and size with no spelling or grammatical errors. Assignments will be graded on content, composition, spelling, punctuation, and grammar. In papers, ideas obtained from sources must be documented using **APA style**. Proofread and correct papers before they are submitted. Those individuals whose communication skills indicate a need for assistance will be referred to the appropriate services on campus.

DIVERSITY

A variety of materials and instructional strategies will be used to meet the needs of different learning styles of diverse learners in the class. Students will be provided with opportunities to gain the knowledge, skills and understanding to provide effective instruction in multicultural classrooms. Mutual respect for the abilities and beliefs of all learners are the benchmarks of effective professionals.

TECHNOLOGY

As part of our conceptual framework, the College of Education and Human Services is committed to preparing professional teachers who are technology competent. As a result, technology has been infused into our education courses as directly related to effective teaching and student learning. You will be submitting assignments electronically. Please be sure to back up your work in multiple places.

TEACHER EDUCATION DISPOSITIONS

Teacher education dispositions refer to attitudes and beliefs about teaching and learning, and professional conduct and behavior. To assist in understanding dispositions, some of the common professional behaviors and characteristics that will be expected in this class are described more fully below.

1. **Responsibility:** Is present, punctual and prepared for classes and field experiences; completes assignments on time; is dependable; knows and follows instructor, university and school guidelines and handbooks; exhibits dress and grooming appropriate to setting; is self-directed; accepts responsibility for actions.
2. **Communication:** Uses appropriate language; demonstrates ability to speak and write clearly; uses standard English in writing and speaking; demonstrates appropriate listening skills.

3. **Interpersonal Skills:** Demonstrates courtesy and respect for students, teachers, staff, peers, parents, and members of the community; works collaboratively with others; avoids disparaging and critical remarks; establishes positive rapport and appropriate relationships; shows appropriate sensitivity to all students; is open-minded, supportive and encouraging.
4. **Classroom Characteristics:** Is positive, enthusiastic, optimistic, patient, fair, empathetic, inquisitive, and resourceful; puts needs of students first; respects individual differences; demonstrates initiative and creativity; is committed to teaching and learning; demonstrates persistence in helping all children succeed; demonstrates awareness and caring attitude toward all students.
5. **Judgment:** Demonstrates maturity; exhibits self-control; handles stress appropriately; is able to adapt to change; is able to accept and express different points of view in appropriate manner; uses good judgment; accepts responsibility for own actions.
6. **Ethics:** Is truthful and honest; behaves ethically and legally in interactions with others; maintains confidentiality; respects intellectual property of others by giving credit where due; does not cheat or plagiarize; adheres to policies of university, schools and profession.
7. **Self-Reflection:** Engages in problem solving and self-evaluation; reflects on decisions made concerning students, teaching methods and subject matter; accepts constructive criticism in a positive manner; uses feedback to make improvements; strives for personal and professional growth.

SYLLABUS AGREEMENT FORM

I, _____, (print name) have read the syllabus (either in paper or online) and understand the class policies, expectations, and rules as stated in the syllabus. By signing this form I agree to comply with the policies listed and accept the outline for this class.

SIGNED _____

DATE _____

PLAGIARISM POLICY

According to Random House Webster's Unabridged Dictionary, plagiarism is the unauthorized use of close imitation of the language and thought of another author and the representation of him or her as one's own original work.

It is against school policy to plagiarize.

Therefore by signing this form, I, _____ (print name), understand that plagiarism is wrong. I also understand that if I choose to plagiarize, the steps outlined by the Dewar College of Education and Human Services will be followed.

SIGNED _____

DATE _____