

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

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**KSPE 4800  
Student Teaching Seminar  
2 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 #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 #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](http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf)

**NASPE Standards**

**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:

5.3 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.

6.4 Communicate in ways that convey respect and sensitivity

## GA PSC standards

### **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:

5.0103 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.

## **COURSE DESCRIPTION**

Prerequisite: Completion of all requirements prior to student teaching as listed in the university's undergraduate catalog. Corequisite: KSPE 4790. This is a reflection of educational practices and refinement of concepts emanating from student teaching experience. Presentations of electronic portfolios along with other related materials, including an exit exam (GACE 615), are required.

## **REQUIRED TEXTBOOKS / RESOURCE MATERIALS**

Livertext and blazeview will be used along with:

### **RESOURCE MATERIALS**

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

Health and Physical Education---Test I---115 (2.5 hours)

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

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

edTPA resources found in D2L.

GACE website: **Ethics Exit Assessment**

## **COURSE OBJECTIVES**

Through exposures with the student teaching experience, the teacher candidate should be able to:

1. Interact with peers and university personnel during the required seminar sessions (*InTASC S3, S9, S10; NASPE 6.4; DL 2.1 EDL 2.2*).  
**\*Activities/Assignments/Assessments: Seminar meetings**
2. Reflect upon the roles and responsibilities involved in the teaching process throughout the semester (*InTASC S3, S9, S10; NASPE 5.3 GA PSC 5.0103; EDL 2.2*).  
**\*Activities/Assignments/Assessments: Discussion posts**
3. Determine personal areas of growth and instructional needs as the student teaching experience progresses through the semester (*InTASC S9; NASPE 6.2; GA PSC 6.0102; TL 2.2; EDL 2.2*).  
**\*Activities/Assignments/Assessments: Seminar meetings, discussion posts, interview stream, resume.**
4. Participate in all seminars involving topics including but not limited to resume building, interviewing techniques, GACE Content, edTPA, TCKES, fitness testing, etc. (*InTASC S3, S9, S10; NASPE 6.4*).  
**\*Activities/Assignments/Assessments: Seminar meetings, fitnessgram, discussion posts, interviews, resume.**
5. 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: Seminar meetings, discussion posts, reflections**

- Present and reflect on a compilation of all courses, training, and experiences throughout the health and physical education major (*InTASC S9, S10; NASPE 6.4; EDL 2.1*).  
\*Activities/Assignments/Assessments: Presentation

### COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

- Seminar Meetings:** Candidates will attend and actively participate in ALL KSPE and COEHS student teaching seminars during the semester. Be responsible! All meetings will be held in either room 180 or 181 in the Physical Education Complex and possibly one in the COEHS computer lab to practice presentations. Attendance is required. If you are late to any meeting, you will receive a 0 for that meeting day and may receive a professional improvement plan.
- Presentation:** Candidates will complete and present a professional presentation to faculty and peers.
- Fitnessgram (participation and submission in livetext):** Candidates will complete and submit a post physical fitness test (FitnessGram) with passing 4/5 of the components in livetext.
- Reflection Paper:** Teacher candidates will complete no less than 3 pages a personal reflection (lessons learned, positives, negatives) during their HPE major courses (including practicums, courses, student teaching, etc). **(EDL<sub>2a</sub>)**
- Discussion Posts and comments:** Candidates will complete weekly discussion posts in blazeview and make sure to list a reference for every original post made. Specifically, Week 11's discussion post will be placed not only in the 4800 course, but in livetext for the theme assessment. **(DL<sub>3a</sub>)**
- Resume (Career Opportunities)**

### COURSE EVALUATION

Seminar Meetings	500
Presentation	100
Reflection Paper <b>(EDL<sub>2a</sub>)</b>	100
<b><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></b>	
Fitnessgram (in livetext)	100
Discussion posts/comments <b>(DL<sub>3a</sub>)</b>	260
<b><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></b>	
<u>Resume (Career Opportunities)</u>	<u>100</u>
Total	1160

**Acceptable (70%-100%)**

**Unacceptable (69% and below)**

### ATTENDANCE POLICY

Students are required to attend and actively participate in all health & physical education seminars as scheduled or they may receive an unacceptable for this course. Refer to due dates for all seminars times and dates.

### 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. If this occurs the student will be written up on a professional improvement plan and may be removed from their placement and repeat the course.

## **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](mailto: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@valdosta.edu](mailto:titleix@valdosta.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 AND 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 \_\_\_\_\_