

Health and Physical Education Teacher Certification Program



Handbook for Candidates

*Department of Kinesiology and Physical Education
Dewar College of Education and Human Services
Valdosta State University
Valdosta, GA 31698
229-333-7161*

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Faculty

Dr. Eugene Asola

Interim Department Head Assistant Professor

Research Interests

Physical Education Teacher Education/Pedagogy

Physical Activity and Wellness

Student Teaching and Instructional Supervision

Physical Education Policy

Education

B. Ed. University of Education-Ghana

MPA Suffolk University-Boston

Ph.D University of Alabama-Tuscaloosa

Activity Interests

Tennis, Martial arts, Soccer, and Badminton

• Dr. Matthew Grant •
Graduate Coordinator
edTPA COEHS Coordinator
Associate Professor

Research Interests

Expertise Theory, Competition and Performance Routines, and Dual-Role Teacher/Coach
Conflict

Education

B.A. Wheaton College
M.Ed. The University of Georgia
Ph.D. The University of Georgia

Activities/Interests

Family, running, cycling, and coaching

• Dr. Jiri Stelzer •
Fitness Center Coordinator
Full Professor

Program

Health & Physical Education

Research Interests

Distance learning and technology applications in health and physical education
Multicultural perspectives on health and physical education

Education

B.S. University of New Mexico
M.S. University of New
Ph.D. University of New Mexico

Activity Interests

Tennis and racquetball

• Dr. Han Chen •
Assistant Professor

Research Interests

Children's health-related fitness, motor skills performance, physical activity levels, and academic performance

Preservice teacher's effective teaching skills

Behavior analysis

Education

B.Ed., 1997-2001, Shanghai University of Sport, China

M.Ed., 2001-2004, Shanghai University of Sport, China

Ph.D., 2008-2012, West Virginia University

Activity Interests

Gymnastics, Volleyball, Fitness/Wellness, Weight Training, Soccer

Program Philosophy

The purpose of the Health and Physical Education program is to prepare majors for careers in teaching students in public schools from preschool through grade twelve. Currently the program is based on content standards for physical education as defined by the Georgia Professional Standards Commission (PSC) (2013), CAEP (2015), and NASPE (2008). Candidates will receive an induction letter from the Georgia PSC once the candidate has completed all degree requirements in addition to achieving a passing score on the GACE (115 and 116) certification exams, passing GACE Ethics at 100% at exit, passing edTPA with a 35 or better, and completing all requirements posted by the College of Education and Human Services.

The Health and Physical Education program requires a number of valuable and diverse “hands on” and field-based experiences across six different courses involving public school students in pre-K, elementary, middle and secondary settings. Additionally, the faculty emphasizes the development of a strong pedagogical foundation while exposing candidates to current content knowledge throughout the prescribed program of study. Candidates are exposed to and have the opportunity to work with various technologies including heart rate monitors, pedometers, LiveText, and various forms of software applicable to public school health and physical education instruction.

Additionally, a strong emphasis is placed in the areas of physical activity, motivation, and fitness participation for children and youth. Candidates are encouraged **to become** active members of the Georgia Association of Health, Physical Education, Recreation, and Dance (GAHPERD) and the Society of Health and Physical Educators (SHAPE) along with actively participating in the Health and Physical Education Majors Club. Similarly, candidates are **required** to attend and actively participate in professional meetings including but not limited to

the Share the Wealth Physical Education Conference and the annual GAHPERD Convention.

Attending the Share the Wealth Conference is a junior spring requirement for the KSPE 4710 course and GAHERD convention is a fall requirement for seniors in the KSPE 3911 course.

Candidates who successfully complete the health and physical education teacher certification program at Valdosta State University have a sound basis of theory and content knowledge and the ability to apply that knowledge in their chosen teaching field.

**Department of Kinesiology & Physical Education
B.S. in Health & Physical Education Teacher Certification**

Name:		VSU ID#:	
Street Address:			City:
State:	Zip:	Phone:	E-mail:

Core Curriculum Requirements (42 hours)

Area A - Essential Skills (9 hours)	Hours	Grade	Semester
ENG 1101 Composition I	3		
ENG 1102 Composition II	3		
MATH 1101 Intro to Math Modeling or MATH 1111 College Algebra	3		
Area B – Institutional Options (4 hours)			
PERS _____	2		
PERS _____	2		
Area C – Humanities (6 hours)			
ENGL 2110, 2120, or 2130	3		
COMM 1100 Human Communication or other Area C course	3		
Area D – Science, Math, & Technology (11 hours)			
BIOL 1010/1020L Intro to Biology I (or other lab science course)	4		
BIOL 1030/1040L Intro to Biology II (or other lab science course)	4		
Math/Science Course _____	3		
Area E – Social Sciences (12 hours)			
HIST 2111 US History to 1865 or HIST 2112 US History Since 1865	3		
POLS 1101 American Government I	3		
Social Science Elective	3		
Social Science Elective	3		
Area F – Related to Major (18 hours)			
BIOL 2651 Anatomy & Physiology I	4		
BIOL 2652 Anatomy & Physiology II	4		
EDUC 2110 Investigating Critical & Contemporary Issues in Education	3		
EDUC 2120 Exploring Socio Cultural Perspectives on Diversity	3		
EDUC 2130 Exploring Teaching & Learning	3		
KSPE 1010 Physical Fitness or approved activity course	1		
KSPE 2999 Entry To Education	0		
YOU MUST take 2999 every semester until you receive a “S”			

Admitted to Teacher Education _____

Upper Level Program Requirements (60 hours)

Fall Semester Junior Year	Hours	Grade	Semester
KSPE 3450 Comprehensive Health Education	3		
KSPE 3401 Instructional Planning & Evaluation	3		
KSPE 3200 Nutrition for Health & Human Performance	3		
KSPE 3700 Elementary Physical Education Content & Methods	3		
KSPE 3101 Foundations & Technology in Health and Physical Education	3		
KSPE 2010 Fitness and Team Activities (COEHS Physical Ed. Requirement)			
Spring Semester Junior Year			
KSPE 3420 Exercise Physiology	3		
KSPE 3460 School Health Methods	3		
KSPE 3301 Contemporary Health Issues	3		
KSPE 4710 Middle Grades & Secondary Phys. Ed. Content & Methods	3		
KSPE 2020 Lifetime Activities (COEHS Physical Ed. Requirement)			
PSYC 2103 Human Growth and Development	3		
Fall Semester Senior Year			
KSPE 3141 First Aid/CPR and Care & Prevention of Athletic Injuries	3		
KSPE 3911 Special Populations & Diversity in Sport and Phys. Ed.	3		
KSPE 4220 Management of Physical Education Programs	3		
KSPE 3411 Human Movement Applications	4		
SPEC 3000 Serving Students With Diverse Needs	3		
KSPE 2000 Health & Wellness for Life (COEHS Physical Ed. Requirement)	2		
Spring Semester Senior Year			
KSPE 4790 Student Teaching in Health & Physical Education	10		
KSPE 4800 Professional Practice Seminar	2		

(Note: Candidates must achieve a grade of ‘C’ or better on all Area F and Upper Division Courses.)

Student Advising Information

You must be admitted to the Dewar College of Education and Human Services teacher education program through proper completion of KSPE 2999.

Teacher Education Admission Requirements

The following requirements must be satisfied for admission to the Health and Physical Education teacher education program:

___ 1. Have a **GPA of 2.75 or better.**

___ 2. **Pass GACE Program Admission Tests (200, 201, 202, or Combined Tests 700)** (or exemption of test) **as documented on the Teacher Education Information page in [Banner](#)**

Exemption scores are: SAT - 1000; ACT - 43 (Math + English); GRE before August 1, 2011- 1030 (Verbal and Quantitative); and GRE on or after August 1, 2011 - 297 (Verbal and Quantitative)

NOTE: You can take the ACT residual test at VSU in the attempt to score a 43 (cheaper, can take more often and easier to schedule). You can get study materials from the TESTING center at VSU. You can schedule 24 hours in advance!!!!

___ 3. **Register for and take the GaPSC Educator Ethics Entry Assessment. Prior to taking the assessment, complete the [Ethics Modules on the site.](#)**

When you register though my PSC, make sure you check your junk/spam folder for the email. VSU will kick that email to junk mail. Make sure you use the same name as you use for all of your professional contacts. If you use a middle initial, keep using it when you sign up on the PSC. If you use a middle name instead of your “real” first name, then you will need to make sure to always use that name for all professional documents.

Go to:

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

This test will cost you \$30.00. You can take it whenever you feel prepared after studying the modules.

THE ABOVE 3 requirements must be completed before you can apply for your **ADMISSION TO EDUCATION** (with Sheree Hudson) and for the **PRE-SERVICE CERTIFICATE** (with Mrs. Renee Whitmer).

___ 4. Provide evidence of current professional liability insurance and have it documented on the Teacher Education Information page in BANNER by turning it in to the COE Advising Center, Education Center, Room 1020.

____5. Meet the COEHS Regents' Test Requirement by earning a **grade of C** or better in ENGL 1101 and ENGL 1102.

____6. Purchase and activate LiveText account

____7. Complete the online LiveText Module in the 2999 course.

____8. Complete the writing sample on the dashboard in livetext for the 2999 course.

a. You need to write no less than one page on why you want to become a teacher.

____9. **Complete or Update (*if you have done these during a previous semester) the two required forms in LiveText**

a. Entry Candidate Information Form

b. New COEHS Disposition Survey

***Note:** You will complete the two forms in LiveText during the first semester you are enrolled in a 2999 course. You **must** update these two forms every subsequent semester you are enrolled in a 2999 course or this will result in you not receiving an 'S'.

____10. **Review your Program of Study and complete the Program of Study Confirmation survey in 2999 under assessments.**

____11. You must continue to register for and take the 2999 course every semester until you are admitted to Teacher Education and earn a grade of "S" in 2999.

*****IMPORTANT NOTE: If you are on schedule to begin your first professional semester and would like to be eligible to pre-register for courses, you will need to meet all requirements for earning an S in 2999 prior to midterm; this date will be set by you're the registrar.**

Helpful Suggestions for Success in the HPE major

1. Course substitutions or independent study courses **will not be accepted** in most transfer instances when applied to the upper division classes. *(Please discuss this with your advisor for specifics.)*
2. Each candidate is responsible for keeping track of his/her academic progress, including knowing what courses you need to take and when, as well as completing program requirements as outlined in the HPE check sheet.
3. **At approximately the 6th week of each semester**, Dr. Sanderson will advise all Health and Physical Education majors.
4. Failure to enroll in classes in the proper block (junior/senior) or not taking a required class can delay graduation at least one academic year.
5. You need some type of a planner. This may be in the form of a hard copy calendar, a meeting maker planner on a computer, cell phone, etc. The use of a calendar will enhance your organizational skills in which you will need to be successful in this program.
6. The health and physical education program is rigorous and requires a great deal of multi-tasking. You may not agree with or like all that is required of you, but the program is based on sound educational principles and national standards developed over several years.
7. Practice your skills for the techniques courses (KSPE 2010 and 2020) **in and outside** of class! You are not graded on mere participation, but by your skill development within that section (tennis, volleyball, dance, soccer, etc.)
8. Come to your classes on time and be prepared to engage in discussions. Do your own work! **If you are caught plagiarizing, you will receive a ZERO for that assignment and may be removed from the program.**
9. The **application for graduation** will be completed during the spring of the junior year and will also be processed by Dr. Sanderson. A copy of the completed program of study (your HPE check sheet) must accompany this application, and all course substitutions should be completed **before** this application is submitted. Dr. Sanderson will sign your application for graduation once all items are completed on the application. It is the candidates' responsibility to obtain a receipt from the bursary's office for payment of graduation fees before delivering all graduation paperwork to the Registrar's office. You must also maintain the **PINK copy** that is mailed to you for your student teaching application.
10. **Student teaching applications** must be completed within the first week of the semester prior to the semester targeted for student teaching. (Example: If you plan to student teach during the spring semester, the application must be completed during the first week of the fall semester.) Download your application from the College of Education and Human Services (COEHS) website for students.

The application must be fully completed with all information correct and signed by Dr. Sanderson before it can be turned into the COEHS for processing.

11. Candidates are **not allowed to wear sunglasses, headphones, hats, skull-caps, do-rags, and/or bandanas/scarfs on their heads or around their necks in classrooms.** You may wear hats/sunglasses during your outdoor activity courses if allowed by the professor of that section.
12. **Cell phones should not** be visible to instructors and need to be **turned off**; *not just on vibrate* (unless there is an extreme circumstance which is approved by the instructor).
13. You may use computers/iPads in the classroom to take notes. If you are caught doing anything outside of what the professor has asked of you, you will lose **all rights and privileges** for using your compute in **ALL courses**.
14. You must wear your HPE attire every day that you attend technique/activity courses, labs, peer teaching, and for practicum's. **Shirrtails will be tucked into your shorts, which will be at waist level** along with wearing proper tennis shoes that are tied. Each instructor has the right to ask you to leave class if the above rules are not followed, which will result in a loss of points for that day and a possible concern form written and placed in your academic file.
15. **There will be no use** of any dip, chew, cigarettes, etc., nor will there be any consumption of alcohol or illegal drugs at any HPE functions. (This included any on or off campus class meetings, volunteer work, health fairs, and/or conferences that is sponsored by VSU or our HPE majors club). If caught, you may be removed from the program.
16. If you experience any problems with other candidates or faculty, see Dr. Asola for consultation and advice.
17. **PROFESSIONAL IMPROVEMENT PLAN PROCESS** 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. The PIP targets field and clinical experiences. This process is not intended for issues that are addressed in academic course syllabi or any other university policies (e.g., [Academic Honesty Policies and Procedures](#) or [Student Code of Conduct](#)). The Instructional Advisement form may be used as a tool to facilitate discussion of and document any classroom or field experience issues. View the form at:
<http://www.valdosta.edu/about/search.php?cx=013367623682400629129%3A0pmcsvmg-e&q=Professional%20improvement%20plan&sa=Search>
18. **YOU ARE NOT TO USE THE FRONT OFFICE** as your personal office. Those supplies are there for faculty. Come prepared for class. There will be staplers and such in the computer lab for your use (unless someone removes them). If they come up missing, you will need to supply your own. Do not ask your professor for staples, paper clips, paper, etc. to use. For example: go to the Dollar Tree and buy a stapler to put in your backpack.

FitnessGram

Candidates are required to achieve and maintain fitness throughout the HPE program. The FitnessGram is a test that is administered both their junior (twice – once each semester (KSPE 2010/2020)) and senior years (once - student teaching semester). Candidates must pass four of the following five components of the FitnessGram before completing the KSPE 4800 course: body mass index (BMI), muscular strength, aerobic fitness, flexibility and muscular endurance. Candidates who do not pass four of the five components will not be able to complete the KSPE 4800 course successfully. Candidates will have to test and retest until they are able to complete four of the five components in the target zone for their age before they can receive an “S” in KSPE 4800, which is required for graduation.

Field Experiences

Public school pre-intern field experiences comprise a critical aspect of the health and physical education program of study. Within four upper division courses, candidates experience a six-week practicum associated with each course where candidates spend a 3 week partial day (11:30-3:30 on T/Th) during weeks 9-11 and the entire school day weeks 12-15 in the public school setting working with a mentor teacher. While each course has certain similarities, the requirements, expectations, and exposures are unique to the environment inherently associated with the content, developmental level, and characteristics of the children or youth connected to each course.

These four courses include the KSPE 3700 course targeting primary and elementary age children in physical education, the KSPE 4710 course involving middle and secondary level physical education, the KSPE 3460 course in the area of health at the middle and secondary levels, and the KSPE 3911 class which crosses various ages and exposing candidates to varied special education populations within public school settings. The KSPE 4710 and KSPE 3460 courses are tied together into one three-week field experience comprising physical education and health at the middle or secondary level. The primary focus for candidates in these four upper division courses is the practice of their teaching in the public school setting before student teaching.

Finally, the candidate will culminate her/his program of study with the student teaching experience. In this course (KSPE 4790), candidates are assigned to a public school and mentor for an entire semester. A two-hour seminar (KSPE 4800) is also required during the semester of student teaching that deals specifically with the student teaching experience and completing of the electronic portfolio and edTPA. Candidates will be required to place at least one artifact or

more from each of their upper level course within the major into their livetext portfolio. The three College of Education and Human Services courses that also require field experiences are EDUC 2110, 2120, and 2130. These courses primarily involve student observations in schools, while covering “best practices of teaching”. The following paragraphs represent a short synopsis of the specifics associated with the practicum field experiences (as connected to each particular course) and the expectations for practicum candidates.

KSPE 3700

This course provides an opportunity for candidates to become immediately involved with teaching physical education to young children. Candidates will experience both curricular and pedagogical information directly targeted at children in the area of physical education.

Candidates experience a six-week practicum associated with this course where candidates spend a 3 week partial day (11:30-3:30 on T/Th) during weeks 9-11 and the entire school day in weeks 12-15. During this time, candidates are responsible for writing lesson plans, teaching partial lessons, teaching full lessons, writing reflections, completing the 1st task of edTPA, completing disposition forms and completing a professional notebook. Candidates will obtain a realistic look in relation to the daily duties, meetings, and instructional responsibilities of a typical elementary physical educator. This field experience occurs during the fall of the junior year. Candidates may be required to complete an additional background check beyond the one performed for entry into the program.

KSPE 4710/KSPE 3460

These two courses are taught separately, but the faculty work together to assign mentors in the public schools at the secondary level for both health and physical education. Candidates experience a six-week practicum associated with each course where candidates spend a 3 week partial day (11:30-3:30 on T/Th) during weeks 9-11 and the entire school day in weeks 12-15. Candidates are responsible for writing lesson plans, teaching partial lessons, teaching full lessons, completing task 2 and a part of task 3 of the edTPA, completing disposition forms, and writing reflections following their observations of their health and physical education lessons. Candidates will get a real sense of how the mentor teacher functions throughout the day relative to duties, meetings, and daily instructional responsibilities. This field experience occurs in the spring of the junior year. Candidates may be required to complete an additional background check beyond the one performed for entry into the program and KSPE 3700.

KSPE 3911

This course requires candidates to experience a six-week practicum associated with each course where candidates spend a 3 week partial day (11:30-3:30 on T/Th) during weeks 9-11 and the entire school day in weeks 12-15. Candidates will deliver daily physical education lessons to students with disabilities and to non-disabled students. Practicum candidates will be prepared to work with individuals or small groups based upon IEP's and educational needs. Candidates are responsible for planning and delivery of daily lesson plans, keeping a detailed log of daily activities, completing all 3 tasks of the edTPA, and writing a case study on one special needs student. This field experience will provide majors with a broad experience to better understand diversity and special populations. The intent of this field experience is to enhance the ability of candidates to assist students with disabilities in the development of fitness, psychomotor skills,

perceptual motor skills, sensorimotor skills, rhythmical skills, body awareness, body mechanics, sport skills, cognitive improvement, and to foster development in the affective domain. This is the last field experience and occurs during the fall semester of the senior year and the semester prior to student teaching. Candidates may be required to complete an additional background check beyond the one performed for entry into the program, KSPE 3700, and KSPE 3460/4710.

KSPE 4800

1. Take **GACE Certification (115 and 116 or the combination test 615)** test for Health and Physical Education during student teaching. If you do not attempt both of these tests before the end of student teaching, you will receive a “u” for student teaching until completion of both tests.
2. You will have at least 10 seminar meetings that will include discussions on classroom management, lesson plans, unit plans, resume’ construction, writing objectives, interview processes, edTPA, etc.

KSPE 4790

1. You will be assigned to a public school placement (P-12 setting) for 15 weeks. This assignment (emanating from the Office of Field Experiences in the College of Education and Human Services) will be based on options defined on the student teaching application.
2. Departmental faculty, along with personnel in the COEHS Field Experience Office will provide you with a placement that will allow you the ability to succeed in your student teaching. Therefore, students will not be able to choose the placement site or mentor for student teaching.
3. You may be required to complete an additional background check beyond the one performed for entry into the program, KSPE 3700, KSPE 3460/4710, and 3911.
Note: Fall of 2015, the state of Georgia (GA), began a new teacher assessment in all PK-12 schools. All Health and Physical Education (HPE) faculty have been training on this new system called the Teacher Keys Effectiveness System (TKES). It is a new system developed by the GaDOE to support the continuous growth and development of teachers. TKES has multiple components that are measured by administrators in the PK-12 GA school systems. Valdosta State University College of Education and Human Services have adopted one of the measures called: the Teacher Assessment on Performance Standards (TAPS). Pre-service candidates at VSU will use a modified version of the TAPS during multiple occasions within their method courses and student teaching, called the Candidate Assessment on Performance Standards (CAPS). These exposures with CAPS will enhance their readiness as first-year teachers in the state of Georgia.

Professionalism

What are the expectations of an effective health and physical education professional? What is professionalism? Listed below are some of the traits necessary for both preservice and employed teachers in the fields of health and physical education.

Appearance. Be well groomed and wear the appropriate cloths and shoes for the setting. Follow VSU and your school placements dress code. That includes wearing the HPE attire options that are used for the technique classes and all field experiences (i.e.: polo shirts/khaki shorts or pants).

Sensitivity. Be alert and considerate about other people and their feelings, especially those who have differing views. Also, learn to deal effectively and patiently with those who may not possess the ability or even capabilities that you may demonstrate, and offer to assist them in their effort to become more proficient in their cognitive, social, or skill/fitness-related needs.

Pleasantness. Be courteous and friendly. In difficult times, persevere without complaining about the challenges facing you. This attitude will positively affect those around you.

Eagerness. Have a smile on your face, show some enthusiasm, and have a desire to be the best educator you can possibly become. Get after it!

Initiative. Take the role of a leader. Do not wait until someone has to ask for assistance relative to equipment dissemination, skill help, etc. Also, offer to take on extra tasks.

Promptness. Arrive **early** to designated places. Be prepared to carry out assigned responsibilities. Being tardy or late is **unacceptable**.

Reliability. Means that my university instructors, the public school mentors, and my peers can count on me! Do not miss class or any field experiences. Any time missed will be made up on your own time or you will repeat the course again.

Knowledge. Be capable of taking theoretical and practical material and applying it in the field with real people. Know rules and procedures. Do not rely upon your friends to find out what is supposed to be done. Be accountable for your own knowledge and actions. Stay abreast of new information in the field.

Confidence. Show confidence in your skills, knowledge, and responsibilities. Such confidence should be projected to faculty, mentors, and peers.

Self-control. Behave as a professional. Appropriate communication within the context of your classes is essential to effective learning for all parties involved. Do not talk when others are talking. Humor is appropriate at times, but know when to be funny and how to be funny. In addition, harassment of any kind and inappropriate language issues has no place in higher education or in the public schools. Inappropriate actions will not be tolerated and may result in dismissal from the program.

Role model. Practice what you preach. Work on developing and maintaining your own level of health fitness, other components of wellness, and motor skills and knowledge across the program. Remember, being able to show carries much more impact potential when compared with simply “telling”.

Ethical. Is your behavior conducive to both professional and moral judgments of right and wrong? Being responsible for your own work, acknowledging the professional authorities within the confines of your assignments and classes, and speaking the truth as far as you can determine are essential for effective conduct for a professional.

UNDER NO CIRCUMSTANCE WILL ANY STUDENT USE ANOTHER STUDENT’S WORK, PAST OR PRESENT.

ADDITIONALLY, ANY INFORMATION TAKEN FROM ANY SOURCE (including professional journals, books, web sites, instructors, peers, etc.) MUST BE REFERENCED. IF THIS DOES NOT OCCUR, THE STUDENT IS IN VIOLATION OF PLAGIARISM.

BE active in Professional Organizations and Conferences.

Candidates should become members of the state physical education organization, the Georgia Association of Health, Physical Education, Recreation, and Dance (GAHPERD) as well as the national association, Society of Health and Physical Educators (SHAPE America). If possible, candidates should attend and participate in a **minimum of two professional conferences.**

Examples include: Share the Wealth Conference sponsored by GAHPERD in January as well as at least one SHAPE conference or state-level meeting (GAHPERD, FAHPERD, TAHPERD, etc).

Professional Dispositions

The following are the Valdosta State University and College of Education and Human Services (COEHS) Professional Dispositions for Teacher Candidates.

Responsibility. Examples of behavioral indicators include, but are not limited to:

Is present and punctual for school/work.

Completes assigned work on time.

Complies with procedures and rules.

Communicates with instructor prior to absences, days tarty, or late assignments.

Respects the ideas and work of others by “giving credit where credit is due.”

Performs work that reflects high personal standards and best effort.

Collaboration. Examples of behavioral indicators include, but are not limited to:

Willingly and actively participates in group assignments, projects, or activities.

Contributes positively and equitably to projects with others.

Demonstrates effective interpersonal skills.

Diversity. Examples of behavioral indicators include, but are not limited to:

Values the varying needs, abilities, and dispositions of others.

Solicits and gives thoughtful consideration to alternative and contradictory opinions.

Communicates effectively with others by demonstrating respect for gender, sexual orientation, and ethnic differences.

Shows respect for others by not using profanity and/or making derogatory statements.

Professional Behavior. Examples of behavioral indicators include, but are not limited to:

Demonstrates a positive, enthusiastic attitude toward excellence in your work.

Discusses work issues and personal concerns at appropriate times and places.

Speaks with clarity, fluency, and few grammatical errors.

Writes with clarity, fluency, and few grammatical errors.

Exhibits care for quality in the preparation and implementation of work responsibilities.

Models appropriate dress and personal hygiene.

Personal Well-Being. Examples of behavioral indicators include, but are not limited to:

Surmounts obstacles in positive and constructive ways.

Demonstrates self-control. Displays predictable and stable emotions in a variety of situations.

Analyzes and takes responsibility for personal actions.

Accepts constructive feedback and responds positively.

Demonstrates ability to learn from both successes and failures.

Maintains composure in stressful or awkward situations.

Expresses concerns or dissatisfaction in positive and constructive ways.

Evaluation

The evaluation procedures across the health and physical education program requirements are varied. Candidates will be measured across the cognitive, psychomotor, and affective domains. Fitness assessments and skill assessments will occur throughout the program, and candidates will be expected to attend (show progress) in the areas of deficiency as needed. A broad compilation of evaluation measures are integral parts of the program including presentations, long and short term planning projects, micro-lesson delivery, teaching reflections, research papers, both open ended and objective question examinations, skill/fitness electronic notebooks, spread sheet development, statistical analyses, laboratory experimentations across motor learning, biomechanics, and exercise physiology.

Important Websites

1. Department of Kinesiology and Physical Education Home Page_
<http://www.valdosta.edu/colleges/education/kinesiology-and-physical-education/>
2. Dewar College of Education and Human Services Home Page
<http://www.valdosta.edu/colleges/education/>
3. APA Example Paper_
<http://owl.english.purdue.edu/owl/resource/560/18/>
4. View Teacher Education Page
Log into your personal banner account to view this page
5. Resources for Students (concern forms, forms/applications, etc.)_
<http://www.valdosta.edu/colleges/education/deans-office/resources-for-students.php>
6. Student Teacher **Mentors'** website_
<http://www.valdosta.edu/colleges/education/student-teaching-and-field-experiences/mentor-teachers.php>
7. GAHPERD Home Page_
<http://www.gahperd.org/>
8. SHAPE Home Page_
<http://www.shapeamerica.org/>
9. NASPE Page
<http://teachingpe.appstate.edu/naspe-content-standards>
10. Share The Wealth Home Page_
<http://sharethewealthpeconference.com/>
11. GACE
<http://gace.ets.org/>
12. Georgia Professional Standards Commission (PSC)
<http://www.gapsc.com/>
13. GPS Objectives for Physical Education_
https://www.georgiastandards.org/standards/GPS%20Support%20Docs/Physical_Education_Standards_4-30-09.pdf
14. GPS Objectives for Health_
https://www.georgiastandards.org/standards/GPS%20Support%20Docs/Health_Education_2-11-2010.pdf

15. Job Search_
<http://www.teachgeorgia.org/>
16. Teacher Network_
<http://www.teachersnetwork.org/>
17. Page Foundation for Student Insurance_
<http://www.pagefoundation.org/displaycommon.cfm?an=1&subarticlenbr=51>
18. edTPA
<http://edtpa.aacte.org/>