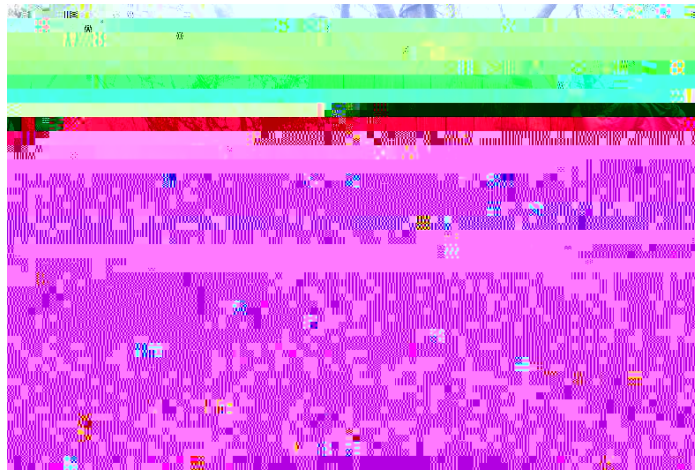


*Health and Physical Education
Teacher Certification Program*



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

• 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

Program Philosophy

The purpose of the Health and Physical Education program is to prepare majors for

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:

Upper Level Program Requirements (60 hours) T.J.48 ref406.08 535.2 0.452

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			

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

____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.

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.

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

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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 the FitnessGram must retake the test during the next semester.

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 foanso4 Tc 0.004-2 (i)-2 (15

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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

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.

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

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/>