WAYNE STATE UNIVERSITY
COLLEGE OF EDUCATION

DIVISION: Kinesiology, Health and Sport Studies (KHS)
PROGRAM AREA: Health

COURSE: HE 5780 - Student Teaching,
COURSE CREDIT: 10 Hours
TERM/YEAR: Fall and Winter
COURSE LOCATION: Individual Placements
TIME: M-F Regular School Hours
INSTRUCTOR: Mariane Fahlman, Ph.D.
OFFICE Room 267 Matthaei
OFFICE HOURS: It’s always wise to make an appointment to see me. If you simply drop by during my office hours, I may have a meeting scheduled or someone else may have an appointment with me.
OFFICE PHONE: 577-5066; e-mail: m.fahlman@wayne.edu
WEB ADDRESS http://www2.coe.wayne.edu/kinesiology/bio.php?id=42004
COURSE ADDRESS http://blackboard.wayne.edu

COURSE DESCRIPTION: Secondary student teaching experience. Pre-requisites: admission to student teaching as listed in the undergraduate handbook. Offered for S and U grades only.

COURSE OBJECTIVES:
Student teaching is the culminating pre-service experience for students who are striving to become successful, effective, certified teachers. As innovative, reflective urban educators committed to diversity, students are expected to demonstrate the twelve student teaching standards as listed in the Professional Field Experience Handbook. (found on Blackboard)
Additionally, this course is designed to help the health major achieve competence in all of the skills required for effective teaching. Special emphasis will be placed on the following competencies:

Standard 1: The competent school health teacher comprehends and applies health concepts, skills, theories and models of behavior change and principles of health promotion.

Competency B: Demonstrates skills related to individual health
Benchmark 1: Demonstrate effective interpersonal communication skills
Benchmark 3: Demonstrate the ability to solve problems, make decisions, and set goals relative to personal health
Benchmark 4: Demonstrate strategies used to peacefully resolve conflict and prevent violence
Standard 3: The competent school health teacher plans effective school-based health education programs based on a continuous learning cycle.

Competency A: Recruit support in program planning for school-based health education

   Benchmark 1: Effectively advocate for the program with students, school personnel, school board, community members, and parents, e.g., through newsletters, board presentations, parent presentations.

   Benchmark 2: Employ the services of the regional school health coordinator for information and resources related to school health programs, e.g., program planning, professional development, curriculum implementation, and advocacy issues.

   Benchmark 3: Obtain commitments from stakeholders (students, parents, school personnel, school board, community members, school health advisory board).

   Benchmark 4: Seek idea and opinions of stakeholders by utilizing the school health advisory board or other representative groups within the district, e.g., School Board, Sex Education Advisory Council, Safe and Drug Free Schools Advisory Council, School Improvement Team, PTA.

   Benchmark 5: Analyze recommendations and incorporate those that support best practice into the planning process.

   Benchmark 6: Analyze existing procedures for compatibility with school policy and state law, e.g., parental notification and waivers.

Competency B: Develop a logical and developmentally appropriate scope and sequence plan that is based on the Michigan Content Standards and Benchmark for Health Education.

   Benchmark 1: Determine the range of essential health concepts, information, and skills that are developmentally and culturally appropriate to the student population, and related to the content areas.

   Benchmark 2: Organize and prioritize the content areas comprising the scope of a program in a logical and developmentally appropriate sequence that includes the following components: the prevention of injury and violence, alcohol and drug use prevention, tobacco use prevention, sexual health, nutrition, physical activity, emotional health, personal and consumer health, and community and environmental health.

Competency C: Formulate developmentally appropriate performance indicators that are based on the Michigan Content Standards and Benchmarks in Health Education.

   Benchmark 1: Use the scope and sequence plan and the state standards to develop performance indicators that describe essential student skills and concepts.

   Benchmark 2: Periodically review and revise performance indicators based on the state standards and current needs assessment information.

Competency D: Design developmentally appropriate modules of study consistent with the identified performance indicators and the Michigan Teaching/Learning Standards

   Benchmark 1: Access and review curricular models and programs for consistency with specific performance indicators and teaching strategies, such as the State developed Michigan Model for Comprehensive School Health Education

   Benchmark 2: Align proposed learning activities with the identified performance indicators

   Benchmark 3: Develop learning activities that use research-based educational strategies, including those identified in the Michigan Teaching and Learning Standards

   Benchmark 4: Formulate and modify a variety of teaching and learning strategies to meet diverse learning styles and needs

   Benchmark 5: Select and adapt strategies best suited to instruction in a given setting, e.g., elementary, middle or high school; general, special or alternative education

   Benchmark 6: Plan a continuous cycle of learning opportunities that build upon and reinforce mastery of performance indicators.
Standard 4: The competent school health teacher implements health education programs based on a continuous learning cycle.

Competency A: Exhibit competence in implementing planned programs, using best practice that is aligned with Michigan Teaching and Learning Standards

Benchmark 1: Employ a wide range of developmentally appropriate educational strategies matched to diverse learning styles and needs aligned with the Michigan Teaching and Learning Standards, such as those found in the state developed Michigan Model for Comprehensive School Health Education.

Benchmark 2: Apply individual and cooperative group learning strategies to given learning situations in the classroom, at home, and in the community.

Benchmark 3: Select appropriate technology and media, using it in effective ways to enhance student learning

Benchmark 4: Use teaching strategies that are matched to student performance indicators, develop conceptual knowledge, and build skills.

Competency B: Connect instruction to prior student learning in specified settings, e.g., elementary, middle or high school; general, special or alternative education.

Benchmark 1: Pretest learners to determine current skills and conceptual understanding related to student performance indicators.

Benchmark 2: Develop subordinate performance indicators as needed for instruction.

Benchmark 3: Assist students in making learning connections between health instruction and other curricula areas.

Competency C: Select curricula, strategies, and materials best suited to implement instruction for specific learners

Benchmark 1: Analyze factors that influence choices of curricula, strategies and materials, including student characteristics such as level of development, multiple intelligences, cultural influences, and special learning needs, and other considerations such as legal aspects and feasibility

Benchmark 2: Evaluate the efficacy of alternative strategies to help students meet performance indicators

Benchmark 3: Determine the availability of information, personnel, time, and equipment needed to implement the program for a given student population.

Competency D: Monitor the program by using the continuous learning model to adjust educational strategies and activities as needed to help students achieve mastery.

Benchmark 1: Compare actual program activities with stated performance indicators.

Benchmark 2: Assess the relevance of existing performance indicators to meet changes in student needs

Benchmark 3: Revise instructional activities and performance indicators to meet changes in student needs.

Benchmark 4: Periodically revise performance indicators to meet changing student needs, in accordance with district and state policies.

Benchmark 5: Analyze how well the resources and materials used align with the given performance indicators.

Standard 5: The competent school health teacher evaluates the effectiveness of school health education.

Competency A: Develop plans to continually evaluate the literacy of students using performance based assessments that are aligned with the implemented curriculum and with the Michigan Assessment Standards

Benchmark 1: Determine performance based criteria for scoring student work.

Benchmark 2: Develop tools for scoring concepts and skills, e.g. scoring rubrics

Benchmark 3: Determine the criteria for group performance by which the effectiveness of the
health education program will be evaluated

Benchmark 4: Develop a realistic plan for performance based assessment
Benchmark 5: Develop a bank of valid and reliable assessment items that demonstrate skills and conceptual understanding, including items that can be embedded in the curriculum.
Benchmark 6: Select appropriate items for assessing student achievement of competencies.

Competency B: Carry out evaluation plans
Benchmark 1: Administer assessment items and other evaluation activities in plan.
Benchmark 2: Use data collecting methods appropriate to the performance indicators, such as curriculum-embedded activities, tests, and the collection of naturally occurring data such as absenteeism, incidents of school violence, and incidents of tobacco use.
Benchmark 3: Analyze resulting data.

Competency C: Interpret results of student assessment.
Benchmark 1: Apply performance criteria to individual student work, using the tools designed.
Benchmark 2: Assist students and families with interpreting student performance.
Benchmark 3: Apply criteria of group performance to evaluate the effectiveness of the health education program.
Benchmark 4: Report effectiveness of the health education program, using aggregated data on student performance, and disaggregated data based on gender, race, language, socio-economic status and/or other factors.

Competency D: Analyze findings for future program planning.
Benchmark 1: Explore possible explanations for important findings
Benchmark 2: Identify, recommend and implement strategies for improving program effectiveness and student performance.

Standard 6: The competent school health teacher collaborates with others to implement a coordinated school health education program.

Competency A: Participate in school wide, cross-curricular program planning that focuses on the healthy development of young people.
Benchmark 4: Identify gaps and overlaps in the provision of the coordinated school health programs.

Competency B: Promote and contribute to a nurturing and health-promoting school climate that supports student’s capacity to learn
Benchmark 1: Promote cooperation with, and feedback from, all staff, parents, and students
Benchmark 3: Function as a liaison between school staff, the school health advisory council, and community resources.
Benchmark 5: Advocate for and implement school policies that foster the health, wellness and safety of young people.

Competency C: Collaborate with school district personnel and community agencies responsible for child health.
Benchmark 1: Collaborate with school district and community personnel to provide school health
education programs and activities.

Benchmark 2: Suggest approaches for integrating health education within existing school district programs.

Benchmark 3: Participate as a team member in collaborative planning among school district personnel and/or community agencies with mutual interests.

**Competency D:** Present school health information to adult learners such as parents, school board members, and/or community members

Benchmark 1: Plan a presentation with a specific school health message for adult learners

Benchmark 2: Use instructional resources that meet a variety of adult learning needs.

Benchmark 3: Demonstrate a wide range of strategies for conducting presentations to adult learners.

**Standard 7:** The competent school health teacher acts as a resource person to others regarding healthy development.

**Competency B:** Consult effectively with others requesting assistance with health concerns.

Benchmark 2: Demonstrate special skills and abilities needed by health educators in order to consult, such as listening, problem solving, communicating respectfully, and being approachable.

Benchmark 3: Demonstrate appropriate handling of student disclosure by supporting the student; maintaining confidentiality; observing district policy and state law; and reporting; when required by state law, to the appropriate agency.

**Competency C:** Interpret and respond to requests for health information and services.

Benchmark 1: Identify valid available resources and the process for accessing those resources

Benchmark 2: Provide guidance to students for selecting valid health information and services.

Benchmark 3: Employ a wide range of approaches in referring students, parents, and staff to valid information sources and services.

**Competency D:** Select effective educational resource materials for dissemination.

**Standard 8:** The competent school health teacher advocates and communicates for child health and health education needs, concerns and resources.

**Competency C:** Communicate effectively with students, family members, school personnel, and community health professionals within a team approach.

Benchmark 1: Function as a liaison between the school (students and staff) and health service organizations, including consumer groups.
Standard 9: The competent school health teacher practices reflectively, seeking opportunities to grow professionally.

**Competency A:** Reflect on and revise teaching practice based on self-assessment and assessment of students.

Benchmark 1: Participate in professional organizations for health and general education.

Benchmark 2: Seek ongoing professional development opportunities.

Benchmark 3: Consult professional literature, colleagues, and other resources for professional growth.

TEXT: *Professional Field Experience Handbook* (available at the University Bookstore).

ASSIGNMENTS:

You will complete the following assignments and turn them in on Blackboard. You may turn them in as early as you like but you MUST turn them in by the dates indicated in the Student Teacher Handbook:

- Lesson Plan
- Unit Plan
- Case Study
- Reflective Journal
- Portfolio
- Capstone Conversation regarding the portfolio

Additionally, I will be visiting you and watching you teach a minimum of 3 times. During those visits, I should see that you have accomplished the State Standards listed in the syllabus.

All of the assignments and rubrics can be found at: [http://coe.wayne.edu/accreditation/assign-rubrics.php](http://coe.wayne.edu/accreditation/assign-rubrics.php)

EVALUATION/GRADING:

1. Student Teaching is offered for S (satisfactory) and U (unsatisfactory) grades. You must also pass the portfolio capstone conversation, complete the exit survey, and take and pass all appropriate MTTC tests.

2. The University Supervisor will make four visits, doing three observations using the College of Education criteria.

3. The Cooperating Teacher and the University Supervisor complete the College of Education Midterm and Final Evaluation Forms, which are based on the twelve student teaching competencies. The University Supervisor determines the final grade. *These forms are online and must be completed online.*

4. All assignments must be completed and submitted to Blackboard
CLASS POLICIES:
When you are absent from your student teaching assignment, you must make TWO telephone calls as early as possible. One call goes to your Cooperating teacher and the second call goes to your University Supervisor. You should use my cell phone number so you are sure I will get the message 313 377 0656.

PROFESSIONALISM:
The College of Education required students to be effective teachers, to behave in an ethical manner (see statement on “Ethical Dimensions of Teaching” in the Professional Field Experience Handbook) and conduct themselves as professionals. Student teacher standard #6: Exhibits Professional Dispositions: Behaves in and ethical, reflective, professional manner and is committed to all students and their learning. As professionals you are expected to:

- Interact with your cooperating teacher, school personnel, students and families in a respectful way, maintaining appropriate and business-like relationships.
- Follow University, College and School District practices, policies and procedures.
- Treat all information shared with you regarding students, parents, families and/or staff as confidential.
- Be open to new ideas, suggestions and constructive criticism.
- Be in attendance and on time every day, in the classroom, for your filed coursework, and the required seminars.
- Dress appropriately, as determined by the College supervisor and the school administrator.
- Follow protocol if you have questions or concerns regarding your field experiences. Speak first to your cooperating teacher and/or College supervisor before contacting the Director of Field Experiences.

Class Schedule: Check University Calendar

Groups: Community of Learners: You will be assigned to a group and required to attend four field based seminars throughout the semester. The purpose of the seminars is to allow you to interact with your colleagues to discuss mutual concerns, specific strategies, teaching methodologies and other issues related to your student teaching assignment. Cohort groups meet (announced at student teaching seminar). See the assignment sheet for meeting location and other detailed information.

Please arrive on time, sign-in for attendance and plan to stay for the entire seminar. The cohort group meetings are a requirement for student teachers. Unexcused absences will result in a deferment of your student teaching grade.

Student Teaching Seminars: You re required to attend the student teaching seminar in the Student Center Ballroom. Check BB for dates and times. Failure to attend will result in a deferment of your student teaching grade.

Enrollment/ Withdrawal Policy
Beginning in Fall 2011, students must add classes no later than the end of the first week of classes. This includes online classes. Students may continue to drop classes (with full tuition cancellation) through the first two weeks of the term.

Students who withdraw from a course after the end of the 4th week of class will receive a grade of WP, WF, or WN.
- WP will be awarded if the student is passing the course (based on work due to
date) at the time the withdrawal is requested
  o WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested
  o WN will be awarded if no materials have been submitted, and so there is no basis for a grade

Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved. Beginning in Fall 2011, the last day to withdraw will be at the end of the 10th full week of classes.

**Attention Students with Disabilities:**

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-577-3365 (TDD only). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.

**Religious Observance Policy:**

Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.

Wayne State University Writing Center:

The Writing Center (2nd floor, UGL) provides individual tutoring consultations free of charge for students at Wayne State University. While the center serves both graduate and undergraduate students, undergraduate students in General Education courses, including composition courses, receive priority for tutoring appointments. The Writing Center serves as a resource for writers, providing tutoring sessions on the range of activities in the writing process – considering the audience, analyzing the assignment or genre, brainstorming, researching, writing drafts, revising, editing, and preparing documentation. The Writing Center is not an editing or proofreading service; rather, students are guided as they engage collaboratively in the process of academic writing, from developing an idea to correctly citing sources. To make an appointment, consult the Writing Center website:
To submit material for online tutoring, consult the Writing Center HOOT website (Hypertext One-on-One Tutoring) [http://www.clas.wayne.edu/unit-inner.asp?WebPageID=1330](http://www.clas.wayne.edu/unit-inner.asp?WebPageID=1330).

**COLLECTION OF STUDENT ASSIGNMENTS FOR ACCREDITATION PURPOSES AND COURSE SAMPLES:**
Assignments completed for this course may be used as evidence of candidate learning in national, regional and state accreditation reports of health programs. Some will be used as samples in future classes. Names and other identifying elements of all assignments will be removed before being included in any report or on a course site. Students who do not wish their work to be used for accreditation purposes or course samples must inform me in writing by the end of the semester. Your participation and cooperation in the review of our programs and in assisting future students is appreciated.