

Physical Education Teacher Education Student Teacher Handbook

University of Rhode Island

School of Education

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COLLEGE OF HUMAN SCIENCES AND SERVICES

PHYSICAL EDUCATION TEACHER EDUCATION

INTRODUCTION

The Physical Education Teacher Education (PETE) faculty has prepared this handbook as a guide and resource for student teachers in Physical Education and their cooperating teachers and university supervisors. The student teaching experience is a critical part of the preparation of professional teachers. It serves as a bridge between academic preparation and the first full year as a teacher. This handbook provides the reader not only with an orientation and overview of the student teaching program, but a ready reference to questions and issues that may occur during the experiences.

Without a doubt the expectations placed on URI PETE student teachers are high. However, we believe that student teachers have been prepared for this experience. Principals and cooperating teachers have been identified and selected with care. University supervisors and the Placement Coordinator have organized the semester for optimal development of professional skills and responsibilities. Each of us has a genuine concern and interest in making this student teaching experience both educational and successful. We recommend that all parties involved carefully read this handbook and student teachers thoroughly review the guidelines and checklists provided in this booklet. It is also suggested that the student teacher and cooperating teacher discuss the both the requirements and expectations for successful completion of student teaching. The suggestions and procedures have been carefully developed over many years of experience by PETE faculty and should help you through this exciting and challenging experience. We wish you the best of luck this semester and in the future as a professional Physical Education teacher.

OVERVIEW OF THE PROGRAM

The Physical Education Teacher Education Program prepares teachers in the skills and content knowledge to effectively teach physical education to students in grades K-12. Upon successful completion of the program and state required exams, graduates are qualified to become certified physical education teachers (K-12) in Rhode Island as well as in many other states throughout the U.S. The student teaching semester is the culminating experience for PETE majors and gives students an opportunity to demonstrate what they have learned during their professional academic preparation. Whereas every teacher is a unique individual and brings creativity and insight into the teaching profession, there are requirements that all student teachers must meet to successfully complete their programs. These requirements are set by national and state organizations to ensure quality preparation as well as quality educational experiences for K-12 students. Student teachers receive credit for the experience and are also graded separately on each placement. Please see the assessment and evaluation section and Appendices G and H for specific details about grading and evaluation.

Furthermore, the educational program for pre-service teachers includes a general education component in the liberal arts and sciences, a sound background in movement sciences and a strong basis in the science of teaching (pedagogy). More specifically, the physical education teaching emphasis includes content and skill knowledge related to:

- the ability to critically reflect before, during and after teaching in order to improve teaching and student learning;
- effective teacher-student communication;
- knowledge of multiple learning and teaching styles to meet the needs of diverse learners and a global population;
- age & developmentally appropriate planning for the delivery of physical education content;
- an ability to evaluate students using authentic and varied assessment instrumentation;
- recognition of the benefits of collaborative interactions with public school teachers in practicum experiences throughout the program of studies;
- an understanding of the organizational systems of elementary, middle and secondary schools;
- the ability to efficiently manage students and the learning environment to meet the diverse needs of students;
- the ability to develop professionally, including the development of professional conduct, ethics and values.

The student teacher is assessed and evaluated based upon all of these criteria and others, and their grade reflects accomplishments and recommendations of the PETE faculty with respect to the level of competency of the teacher at the end of each experience.

CORE BELIEFS ABOUT PHYSICAL EDUCATION AND EDUCATION AS A PROFESSION

The University of Rhode Island's Physical Education Teacher Education program is affiliated with the URI School of Education and subscribes to its beliefs about education, which serve as a guide to the career-long process of becoming a master teacher. We focus on teaching students professional skills, knowledge and values reflected in these qualities:

- Intellectual competence
- Communication competence
- Interest in life-long learning
- Respect for diversity
- Reflective and critical decision-making skills
- Pedagogical skills
- Understanding of and respect for learners
- Comprehension of democratic principles and philosophies
- Commitment to professional activities.

NATIONAL ASSOCIATION FOR SPORT & PHYSICAL EDUCATION – NASPE BEGINNING TEACHER STANDARDS

In 1995 NASPE developed a set of guidelines and standards for developing beginning physical education teachers. All PETE students are held accountable for meeting and possibly exceeding each of the nine standards (the 10th one is in the developmental stages and constitutes the ability to both understand and utilize technology in teaching physical education). The PETE program and student teaching experiences are designed to help student teachers meet and exceed these standards. An in-depth explanation of each standard, with specific criteria for dispositions, knowledge and performance are included in Appendix A.

RHODE ISLAND BEGINNING TEACHER STANDARDS

The Rhode Island Beginning Teacher Standards (BTS), revised in 1998, focus upon the principles, skills, behaviors and knowledge to which each teacher must subscribe to create and maintain a professional environment for our children to grow and develop into lifelong learners. PETE student teachers are expected to strive toward competency in these standards and should incorporate them into their planning and teaching. These standards are listed in Appendix B.

NASPE CONTENT STANDARDS FOR K-12 PHYSICAL EDUCATION

The Physical Education Teacher Education program subscribes to the professional standards and content guidelines established by the National Association of Sport and Physical Education (NASPE) and the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD). The PETE student teacher not only demonstrates these competencies themselves, they designs lessons and teach these standards to the K-12 student. These standards recognize what a physically educated person (K-12 student) should know and be able to do as a result of their physical education experiences.

- Demonstrates competency in many movement forms and proficiency in a few movement forms
- Applies movement concepts and principles to the learning and development of motor skills
- Exhibits a physically active lifestyle
- Achieves and maintains a health-enhancing level of physical fitness
- Demonstrates responsible personal and social behavior in physical activity settings
- Demonstrates an understanding of and respect for differences among people in physical activity settings, and
- Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

THE STUDENT TEACHER

ROLES

The role of the student teacher is first and foremost that of a learner. In this developmental role, the student teacher's responsibilities will be increased *gradually* throughout the experience. The student teacher's role is to make a successful transition into the K-12 classroom / gymnasium from the college classroom / gymnasium. This transition will effectively move the student teacher from the more theoretical perspective to that of practicality with K-12 students. Hopefully early field experiences will have enabled a more practical knowledge base about the K-12 environment. However, student teaching is a full-time experience when the preservice teacher is thrust into the K-12 environment and expected to gradually take the role of teacher. This implies that knowledge about teaching is effectively transferred into practice and teaching skills improve with practice. Thus, the student teacher should intently focus on meeting all beginning teacher standards set forth by NAPSE and Rhode Island as these standards are the accountability mechanisms for assessing and evaluating all student teachers.

The student teacher will proceed from being an observer at the beginning of the student teaching experience (first two weeks) to assuming the role of the full-time teacher by the last few weeks of the experience. By the final stage, the student teacher is expected to do all of the short and long-range planning, teach the entire, day and be aware of each student's academic and social progress on a continuing basis. The student teacher will be expected to communicate with parents and to attend faculty and PTA meetings. As a professional person, the student teacher's interactions with pupils, parents, faculty, staff and administration should reflect a high degree of professionalism. The student teacher is expected to think critically about teaching and must learn to differentiate between facts and opinions.

The effective teacher is enthusiastic and eager to offer ideas concerning teaching methods, curricular models, classroom management and motivation. The physical education student teacher is also a role model who demonstrates the importance of lifelong physical activity, both during the school day and throughout his/her professional life. The effective teacher helps make the learning environment a safe, attractive and enjoyable place in which students will want to learn and actively participate in physical education. The professional teacher is tactful and remembers to keep classroom anecdotes confidential. Each pupil should be treated fairly as an individual and valued for his/her unique and diverse contributions to the school and society. During the school day, the teacher is one of the most important persons in the student's life. The student teacher strives to emulate these characteristics of a professional educator.

RESPONSIBILITIES

Because the student teacher is in a unique position, as both a learner and a pre-professional in the school environment, the student teacher must attend to specific responsibilities during the semester. These include:

- Understanding that the professional and legal responsibility for the classroom remains with the cooperating teacher.

- Becoming familiar with the rules, regulations, policies, curriculum and facilities of the school during the first week.
- Realizing that each child is unique with an individual growth and developmental pattern, and planning for appropriate and safe teaching progressions to meet these unique individual needs.
- Maintaining open communication through regular communication with the cooperating teacher, university supervisor and seminar professor.
- Striving to work effectively with all students, learning from mistakes and accepting constructive comments with a desire for self-improvement.
- Behaving in an ethically and professional manner toward all members of the school, university and community.
- Contributing to the overall welfare of the class and the students. This includes being well prepared in content knowledge and teaching correct and up to date information, as well as providing for the safety of the students.
- Remembering that the professional growth and enjoyment that comes from student teaching will depend on individual effort.
- Attending school regularly and assuming responsibilities willingly, including those of a professional outside of the classroom and school day.
- Demonstrating research-based instructional practices throughout the semester.
- Holding students accountable for learning and assessing performance regularly.
- Providing daily feedback to students and to parents when appropriate.
- Knowing and meeting the Rhode Island Beginning Teacher Standards.
- Knowing and meeting the NASPE Beginning Teacher Standards.
- Knowing and teaching the NASPE content standards for K-12 physical education.

EXPECTATIONS & ASSIGNMENTS

- All assignments and expectations for the student teacher are listed in Appendix C. This list is subject to change and is in no way all-inclusive. Please familiarize yourself with all assignments and be aware of due dates.

STUDENT TEACHER CHECKLIST

This checklist is to serve as a reminder for student teacher as to specific (though not all are included) responsibilities during each placement. The student teacher will have assignments throughout both placement experiences that serve to reinforce the standards and competencies of a professional physical educator. A portion of the student teacher's seminar grade will be based upon on-time and quality completion of these assignments. Activities will include but not be limited to the following checklists:

Week 1

- _____ Read this handbook from cover to cover. Review requirements; make copies of all assessment & evaluation forms for yourself and your cooperating teacher (Appendix G).
- _____ Carefully review all assessment and evaluation forms so you have a complete understanding of the expectations for student teachers.
- _____ Begin e-journaling your university supervisor **daily**. Describe what you learned, what you did, and *reflect upon* how you felt about the day's activities. You also need to include daily self-improvement goals, such as a teaching goal for the next day's lessons.
- _____ Begin helping your cooperating teacher with their lessons by working individually with students, take attendance, help with locker duties, teach introductory activities.
- _____ Complete the directory information (Appendix F) and deliver copies to the seminar professor and the university supervisor. Provide a daily schedule, which includes rooms, class meeting times and special assignments to the seminar instructor and your university supervisor.
- _____ Provide detailed driving directions from URI to the placement site for your university supervisor and attach a copy for the seminar professor. Include information related to parking procedures and check-in at the school for the visitors.
- _____ Develop an organizing system for your student teaching professional portfolio and purchase at least 2 extra large three-ring binders (one for each placement). Also purchase plastic sleeves and dividers.
- _____ Complete a minimum of 5 structured observations of different teachers (both physical education teachers and "classroom" teachers; veteran and new) in the building.
- _____ Obtain, read and utilize the disciplinary and conduct policies of the school.
- _____ Obtain and read the curriculum guide for the school and school district.
- _____ Obtain the necessary information to write a one page summary description of the school and community in which you teach.

- _____ Select one student to be the focus of your case study.
- _____ Research and roughly draft a block plan of the unit to be taught beginning in week 3. (Sample, Appendix D) Incorporate objectives/standards from national and district curricular guides (use the NASPE content standards).
- _____ Draft the first couple of lessons you will be teaching, go over them with your cooperating teaching and send to the university supervisor by Thursday.
- _____ Begin to develop your unit plan using the prescribed format. You must include all content standards in the unit. Consult with your cooperating teacher and university supervisor – your unit must be approved.
- _____ Attend seminars and school meetings as scheduled.
- _____ Have your cooperating teacher introduce you to other faculty, the janitorial staff, the administration and other key personnel in the school.
- _____ Secure permission to videotape multiple lessons at this teaching site. Discuss this assignment with your cooperating teacher and principal.
- _____ Determine whether or not you need to send out parental consent forms. If you do, get the form from Appendix C and send home with students immediately! You will need to send home slips for at least 3 separate classes. Discuss with cooperating teacher the need for a contingency reward for getting permission slips returned quickly.
- _____ Secure permission to use the school's video camera. Find the tripod and all the necessary power cords. Determine how and where you will set up the camera. Purchase the correct sized videotape.
- _____ Check out and place a deposit on a wireless microphone and tune belt from URI PETE faculty. You will be sharing this equipment with at least one other student teacher. Buy at least 4 AA batteries.
- _____ Begin to learn student names – learn at least 5 per class per day if possible. This takes work and concentration – make the effort, it's worth it! Find creative ways to aid you in this process.
- _____ All next week's lessons have been sent to and approved by your cooperating teacher and university supervisor.

Week 2

- _____ Continue daily journals to university supervisor. Continue to set daily self-improvement goals in these.

- _____ Continue helping out with teaching during the cooperating teacher's lessons (attendance, fitness activities, locker duties, etc.). Take on additional duties as comfort and confidence develops. Collaborate with him/her on the planning of your lessons and units.
- _____ By mid week, teach one or two classes per day by yourself using your cooperating teacher's lessons which you've observed. Get feedback on these lessons. You will need to write these lessons for yourself and for the University using the required format.
- _____ Become familiar with technology, supplies and materials procedures and policies.
- _____ Learn emergency procedures, including how to complete forms for accident reports, reporting safety concerns and fire drills.
- _____ Continue to learn the names of at least 5 students per class per day. Challenge students to help you remember.
- _____ Prepare "rainy" day lessons (alternative lessons just in case the gym is being used) for the many unexpected situations that may arise.
- _____ Finalize your own lesson plans to be taught beginning with week 3 and type them using the appropriate form. Send these plans to the university supervisor and to the seminar instructor.
- _____ Complete the unit plan block plan, objectives, daily progressions. Turn in to university supervisor.
- _____ Create any handouts for your unit plan.
- _____ Formulate cognitive, psychomotor and affective assessments for the unit plan, including peer and self-assessments for students. You will need to have a plan for evaluating students and provide a letter grade or percentage to your cooperating teacher (for practice in evaluation only).
- _____ Assist with record keeping (attendance, recording of grades, etc.)
- _____ Review any IEPs or programs developed for students with special needs.
- _____ Study the socio-economic and cultural factors of the school and its neighborhoods.
- _____ Ask your cooperating teacher to conduct an assessment of your teaching (even if you are teaching small portions of a lesson) and discuss during break or at the end of the day.
- _____ On Friday you and your cooperating teacher each complete the weekly evaluation form based on your teaching to this point. Discuss the evaluation to find areas of strength and areas in need of improvement.

- _____ Begin serving hall, lunch, bus or other assigned duties with your cooperating teacher. (Not on your own, yet.)
- _____ Get parental consent forms for videotaping back from students if needed by the school.
- _____ Put together your bulletin board materials for your unit and put it up the end of the week.
- _____ Continue to organize your student teaching folio.
- _____ All lessons and unit have been sent to and approved by your cooperating teacher and university supervisor.

Week 3

- _____ Continue all duties from week 1 & 2.
- _____ Begin planning for the positive communication assignment. Determine if you can make phone calls or need to send home positive notes to parents/guardians.
- _____ Begin teaching your unit plan and lessons in it. Finalize and type it.
- _____ Begin teaching your own lesson to the appropriate classes each day. By next week you will have the entire day's schedule.
- _____ Ask your cooperating teacher to perform a minimum of one daily formal assessments of your teaching. Keep all assessments for your folio.
- _____ On Friday both you and your cooperating teacher need to complete the weekly assessment. Spend time discussing these evaluations and look for signs of improvement and areas which need work.
- _____ Complete assessment instruments for your unit(s). These assessments should be approved by your cooperating teacher and university supervisor.
- _____ Copy handouts to be used for the unit(s).
- _____ Take photos of your bulletin board.
- _____ Complete **detailed** lesson plans for weeks 4-5 and have them approved by your cooperating teacher and university supervisor at least one week ahead of time.
- _____ Continue e-journaling daily. Now you should be setting **teaching behavior** goals, such as reducing transition time, improving management routines, providing more specific congruent feedback, reducing the use of distracting words, etc. These are often derived from daily feedback from your cooperating teacher.

- _____ Keep up on the folio preparation. Begin taking pictures of your activities (buy a disposable camera, if you don't have one of your own.)
- _____ Prepare a minimum of 2 rainy day lessons which correspond to the unit and teach to the objectives. These should be detailed so you can use them at a moment's notice. These can be used for not only "rainy" days but also for classes when the teaching area is used for school pictures, assemblies and the like.
- _____ Get those parental consent forms back (if you needed them) as you will begin taping next week and will continue taping through the rest of your time there.
- _____ Continue to organize your student teaching folio.

Weeks 4-6

- _____ Ask your cooperating teacher to perform daily formal assessments and make sure you spend time discussing these assessments.
- _____ Don't forget to complete the end of the week assessment and discuss these too.
- _____ You should be responsible for teaching all classes.
- _____ You should teach the unit/units and lessons prepared.
- _____ Assume full teaching responsibilities including attendance, lunchroom duty, etc.
- _____ Ask an administrator to come see the class in which you are teaching your unit. Ask them for feedback and be willing and open to listen.
- _____ *Week 4* complete formative assessment (mid term evaluation; self and cooperating teacher).
- _____ *Week 4* videotape yourself in 2 separate classes (one "good" class; one "difficult" class) at least once during the week. Perform systematic observation on each videotape, determine strengths and weaknesses and set self-improvement goals based on these analyses.
- _____ *Week 5 & 6* continue to videotape the same 2 classes (at least once per week) and look for areas in which you have improved your teaching and areas which still need work. Complete systematic observation, determine areas of strength and weakness and set self-improvement goals.
- _____ *Week 4 & 5* have students complete either a self- or a peer-assessment on skill and possibly an assessment in the affective domain.

- _____ *Week 5* complete a cognitive assessment.
- _____ *Week 6* you complete a minimum of one formal skill assessment on students.
- _____ *Week 6* schedule a three-way conference with university supervisor, cooperating teacher, and student teacher for *week 7*.
- _____ *Week 6 (or 7)* Complete positive communication assignment.
- _____ *Week 6* Announce to students that you have 2 weeks left (especially for elementary students).
- _____ *Week 6* you may put up another bulletin board for the next unit of instruction. Don't forget to take a photo of this one too.
- _____ Continue to organize your student teaching folio.
- _____ Contact your 2nd placement cooperating teacher and schedule a face to face meeting for week 6.

Weeks 7-8

- _____ Begin to develop your personal philosophy for physical education at this level and include in folio.
- _____ Videotape 3 other classes during *week 7* and 3 classes during *week 8* and complete systematic observation for each videotape. Set self-improvement goals. Make sure you get your "best" class on tape.
- _____ Complete summative assessment (final evaluations) during last week (self, cooperating teacher, university supervisor).
- _____ *Week 7* Three-way conference toward end of week. Go over final evaluations (all three forms should be reviewed).
- _____ Complete written assessments of units. Record and give feedback to students.
- _____ If possible have "mock" interview with an administrator from the school.
- _____ Ask administrators to observe your teaching.
- _____ Complete evaluation of students on your units and give to cooperating teacher.
- _____ Take photos of bulletin boards.
- _____ Bring folio up to date, including unit plans, weekly evaluations, photos, etc.

- _____ Find a way to say good-bye to students. (This is especially critical for elementary grades.)
- _____ Write thank you notes to your cooperating teacher and school administrators.
- _____ Turn in copies of all evaluations to your university supervisor AND the seminar teacher.
- _____ Ask your cooperating teacher if he/she needs any materials to continue working when you leave.
- _____ Complete the evaluation form for determining a final grade for this portion of student teaching.
- _____ Finalize your portfolio to be turned in at the completion of this placement.

Other responsibilities of the student teacher throughout the experience include:

- Conforming to standards of behavior and dress consistent with school, university and community requirements. Dress: clean and professional shorts / pants (nothing baggy); clean and professional shirt, always tucked in; sunglasses for sunny days outside (take off inside); clean and professional hat (old comfy baseball hats are not appropriate!) for outside only; sunscreen for sunny days.
- Maintaining confidentiality by discussing information about students and colleagues only within a professional setting.
- Following policies and procedures established by the school regarding hours, discipline and student safety.
- Participate in school functions, meetings, conferences and activities as deemed appropriate by the cooperating teacher.
- Maintain your professional memberships in state (RIAPERD) and national associations (AAHPERD).
- Complete R.I. Beginning Teacher Standard requirements by submitting acceptable products to include:
 - a. one case study
 - b. one video tape of lesson
 - c. formal observations by university supervisor and cooperating teachers
 - d. formal and informal assessments of K-12 student learning
 - e. attestation of professional ethics and standards.
 - f. lessons & unit plans of instruction
 - g. professional development plan
 - h. school & community description
- Attend seminars.
- Attend conferences held locally
- Reflect regularly on your teaching, the school environment, and ways to enhance your professionalism.

The student teacher should communicate openly and regularly with the university supervisor about any problems related to the student teaching experiences. Also, open communication is necessary during each seminar. Active participation and early communication serves to avoid many problems and solve many others which occur during this critical time.

THE COOPERATING TEACHER

ROLES

The cooperating teacher plays a dual role in preparing the student to become a well qualified teacher. The cooperating teacher serves as a; 1) role model for good teaching, including teaching to the NASPE content standards and aligning their own teaching with NASPE and Rhode Island beginning teacher standards; and 2) resource person to help guide the prospective teacher's development (i.e., providing feedback via assessments and evaluations, providing suggestions and guidance in planning quality lessons; pointing the student teacher in the right direction for resources).

Role Model

During the first two weeks the student teacher will spend much of the time observing the cooperating teacher in lesson planning and teaching methods, classroom management and motivation, communication and rapport with students and other faculty and record-keeping. *(This observation period will be only one week in the second placement and will include observations of other physical education teachers and classroom teachers.)* Through these acts the cooperating teacher demonstrates a professional model of ability, enthusiasm and concern for students. This model should provide a solid "support structure" for the student teacher by openly communicating and modeling the professionalism required in teaching physical education (i.e., NASPE and RI beginning teacher standards). The student teacher needs many chances to see the professional at work and the observations give preservice teachers a base of comparison for their own performance.

Resource person

The cooperating teacher should be available to answer questions (i.e., planning, finding sources, handling difficult teaching situations or improving teaching skills) and provide both corrective and positive feedback. Specific daily formal and informal assessments of the student teacher are useful feedback guides and should begin with the earliest teaching episode, however brief. One of the most important duties of the cooperating teacher is to challenge the student teacher to try new methods, think in new ways and to revise lessons to make them better. In the process the cooperating teacher should help the student teacher develop a philosophy of teaching, learning and of physical education. Sitting down together and exploring solutions is often preferable to offering suggestions. Highlighting a specific incident the student teacher handled during the day and working through alternative solutions can be particularly useful. By using these and other techniques the cooperating teacher can be an invaluable resource person.

RESPONSIBILITIES

The cooperating should include these specific responsibilities to facilitate smooth transitions for the student teacher into their own duties and responsibilities:

- Read the section on student teacher roles, responsibilities and expectations and assignments to develop a clear understanding of what is expected of your student teacher.
- Introduce the student teacher to the students, faculty, administration and staff at the school.

- Inform the student teacher of all departmental, faculty and school meetings so the student teacher can attend.
- At scheduled meetings introduce the student teacher and help them find their way.
- Orient the student teacher to school, classroom and community procedures and policies.
- Understand, subscribe to, facilitate and assess student teacher progress and performance daily, weekly and with regard to the University's Core Beliefs about Education, the Rhode Island Beginning Teacher Standards and the NASPE Beginning Teacher Standards.
- Review the contents of the Student Teacher Handbook with the student teacher and provide resources to assist them in carrying out their responsibilities.
- Make one formal (written) lesson observation each day using one of the many assessment forms provided in Appendix G. Please understand that the student teacher needs many formal assessments for their professional folio and is a critical part of their experience.
- Complete the formal weekly evaluation (at the end of each week) and the mid-term (end of week 4) and final evaluation (week 7/8), and review them with the student teacher.
- Provide the student teacher with instructional materials, a desk, access to student records (including IEPs) and audiovisual equipment as appropriate.
- Provide assistance and feedback on the lesson and unit planning of the student teacher.
- Guide the student teacher to teach and analyze lessons and improve teaching based upon this analysis.
- Articulate errors in a positive manner and provide guidance and alternate suggestions for helping the student teacher correct these problems.
- Use a variety of systematic observation tools to provide feedback to the student teacher.
- Help the student teacher complete the videotaping assignments in whatever capacity is needed. This may include securing permission from administration and parents as well as providing contingencies for students. This may also include the actual videotaping of specific lessons.
- Communicate daily and review the formal observations with the student teacher.
- Communicate regularly with the university supervisor regarding progress and especially any concerns or problems related to the performance of the student teacher.
- Attest to the student teacher's adherence to professional ethics and standards.
- Help schedule and participate in a 3-way conference at the end of the experience.
- Submit a final grade for student teaching based on the evaluation criteria in Appendix H.
- Provide feedback to PETE faculty about the teacher preparation program, the preparation of student teachers and the actual student teaching experience.

The university values the cooperation and collaboration of the cooperating teacher and their school that is necessary for a successful student teaching placement. It is often difficult to turn K-12 students over to the student teacher and to watch someone else make mistakes that you would not have made. Good teachers care very much for their students and may feel a personal loss in giving up control of a class. This is probably the most difficult part of being a good cooperating teacher. We appreciate these feelings and the efforts of our quality teachers and hope that we, in turn, can provide support and service through collaborative efforts between the university and the school communities near URI. Please feel free to contact university faculty to discuss your ideas, provide us feedback about the student teaching procedures and to enhance our collaboration with you.

The University Supervisor

ROLES

The University Supervisor is not a teacher in the traditional sense but is a facilitator who represents the University. Because the student teacher receives university credit for student teaching, it is the supervisor's job to assure that placements and experiences meet the standards set by the University, state and national accrediting boards. If there are problems between a student teacher and a cooperating teacher, the supervisor will try to resolve them in a manner acceptable to all. Both the cooperating teacher and the student teacher should feel free to contact the supervisor if problems arise. It is also the role of the university supervisor to turn in a final grade for both student teaching placements and to consult with the cooperating teacher (using the grading rubric in Appendix H) when assigning a final grade.

RESPONSIBILITIES

The University Supervisor may or may not be the same faculty member teaching the seminar. Therefore, the university supervisor has the responsibility to communicate with the seminar teacher regarding problems or concerns related to the student teacher or the student teaching experiences in general. The university supervisor also should be in direct and constant communication with both the cooperating teacher and student teacher.

Specific responsibilities of the University Supervisor include, but are not limited to:

- Read the section on student teacher roles, responsibilities and expectations and assignments to gain a clear understanding of what is expected of your student teacher.
- Visiting the student teacher at the school at least 3 times each experience; observing the student teacher at least four times in teaching (2 each placement); and providing written and verbal feedback to the student teacher based on formal assessments (Appendix G).
- Scheduling a formal 3 way conference during *week 7* of each placement and reviewing the evaluations of the student teacher, cooperating teacher and the supervisor during this conference.
- Developing a grade for the student teacher in each placement based on the criteria in Appendix H and then discussing any discrepancies with the cooperating teacher before submitting the final grade. The grade shall be based upon university, state and national accreditation standards of beginning teacher knowledge, teaching performance, professionalism, beliefs and values.
- Developing a collaborative relationship between the cooperating teacher and the university.
- Providing feedback to PETE faculty and the seminar teacher with respect to the quality of placements.
- Communicating program requirements to the student teacher.
- Communicating regularly with the student teacher about daily journal entries, problems or concerns of the student teacher.

Assessment & Evaluation of Student Teaching

By the Student Teacher, Cooperating Teacher & University Supervisor

Multiple assessments will be used to provide the student teacher with feedback regarding; teaching performance; knowledge base of teaching, learning, children and youth; beliefs and values of teaching, learning, children and youth; and professionalism. These assessments are located in Appendix G and will be used by the student teacher, the cooperating teacher and university supervisor throughout the student teaching experience.

The following assessments will be used for each student teaching placement:

- Daily formal observations by the cooperating teacher (1 per day starting when student teacher begins teaching partial lessons and continuing thereafter).
- Weekly formal assessment by the cooperating teacher (starting week 2).
- Weekly formal self-assessment by the student teacher (starting week 2).
- Video self-assessments by the student teacher (starting week 4).
- Formal observation by the university supervisor during each visit (2 per placement).
- Mid-term assessment by the cooperating teacher. } *To be discussed between the*
- Mid-term assessment by the student teacher. } *CT & student teacher.*
- Final assessment by the cooperating teacher. } *3-way conference at the end of*
- Final assessment by the student teacher. } *each placement.*
- Final assessment by the university supervisor.

Evaluation shall be based on assessment data and assessments are based on NASPE and RI beginning teacher standards. The evaluation of the student teacher is a constant process and includes a variety of products. The student teacher will be evaluated both formally and informally throughout each experience and assigned a culminating grade on each placement based on a compilation of data. Assessment will occur using variety of instruments.

GRADING THE STUDENT TEACHER

The *University Supervisor* has the ultimate responsibility of assigning the grade for the student teacher based on objective criteria (see Appendix H for these criteria). However, consultation with the cooperating teacher (at the 3-way conference) concerning a final grade is highly suggested and desired. Grading criteria are aligned with NASPE and RI beginning teacher standards which denote what beginning teachers are to know and be able to do. Furthermore, these beginning teacher standards also capture the essence of beginning teachers' professional beliefs and values (NASPE terms beliefs and values as dispositions) in terms of teaching and learning, children and youth. Hence, final grades are based on the student teacher's knowledge base, teaching performance, professionalism, beliefs and values.

The final grade for each experience serves as a recommendation from the university as to the predicted performance, based upon student teaching performance, of the pre-service teacher with respect to NASPE and RI Beginning Teacher Standards. The final grade is also a comparison to the performance of other student teachers who will be applying for the same job openings.

Cooperating teachers will be asked to submit a final grade based upon the evaluation criteria in Appendix H. At the end of the 3-way conference the university supervisor and cooperating teacher should discuss the final grade based on formal observations. It is important to understand that student teachers will be directly accountable for meeting all NASPE and RI beginning teacher standards and failure to meet these standards will result in a grade reduction. Hence, student teachers will be evaluated for their professional behaviors as beginning teachers and not on what they “might” become.

General Policies

While each placement and student teacher will have specific guidelines set by the school, there are some general policies that all student teachers should know and follow.

- Student teaching assignments, meetings, etc. are the first priority during this student teaching term. Do not allow jobs or other duties to interfere with schedules related to the student teaching activities. This includes after-school coaching opportunities that may result from your involvement at a particular school, university extra-curricular activities or part-time jobs.
- Attendance: student teachers are expected to be in the building the same days and hours as regular teachers. They are expected to attend the same meetings and workshops as their cooperating teachers. In essence, student teachers are to follow the regular day of the K-12 teacher and assume all their roles and responsibilities.
- Student teachers observe the same holidays that the schools observe. If URI's holiday schedule differs from that of the public schools, the student teacher follows the schedule of the public schools.
- If student teachers become ill, they must notify the school, the university supervisor and the cooperating teacher one hour prior to the start of the school day. Absences are inexcusable except in the case of illness, death in the family or other serious circumstances. The number of excused absences is not pre-determined, however, additional time will be served in the placement if absences are excessive (as determined by university supervisor and seminar professor).
- Student teachers may not enter the school without a TB test and other immunizations as set by the school district.
- Student teachers DO NOT SERVE as substitute teachers during the student teaching experience. Should the cooperating teacher be absent, the school may allow the student teacher to teach but only under the supervision of a paid, certified substitute teacher. If no substitute is in the classroom the student teacher may not hold classes.
- Student teachers are not to serve as an additional teacher for the department.
- Student teachers may not use any form of corporal punishment. This is to include using physical activity as a form of punishment.

Appendix A

NASPE Beginning Teacher Standards Expanded Version

NASPE's Beginning Teacher Standards

Content Knowledge

Standard 1: The teacher understands physical education content, disciplinary concepts, and tools of inquiry related to the development of a physically educated person.

Dispositions	Knowledge	Observations (based on performance standards)
<p>The teacher: D1. Believes physical activity and fitness are important to the health and well being of individuals.</p> <p>D2. Has enthusiasm for the importance of physical education as a means of developing a physically educated person.</p> <p>D3. Seeks to keep abreast of new ideas and understandings in disciplines related to physical education and education.</p> <p>D4. Believes that physical activity can foster self expression, development and learning.</p>	<p>The teacher has knowledge of: K1. Critical elements and sequencing of basic motor skills.</p> <p>K2. Concepts and strategies related to physical activity and fitness and how to incorporate into other subject areas.</p> <p>K3. The relationship between physical activity, fitness and health.</p> <p>K4. Historical, philosophical, sociological, and psychological factors associated with diverse physical activities.</p> <p>K5. The organic, skeletal and neuromuscular structures of the human body, how these systems adapt to physical activity, and how they contribute to motor performance, fitness and wellness.</p> <p>K6. Concepts, assumptions, debates and processes of inquiry central to the study of physical activity.</p> <p>K7. Appropriate instructional cues and prompts for basic motor skills and physical activity.</p>	<p>The teacher: P1. Demonstrates basic motor skills and physical activities with competence.</p> <p>P2. Applies disciplinary concepts and principles to skillful movement and physical activity.</p> <p>P3. Incorporates interdisciplinary learning experiences that allow learners to integrate knowledge, skills and methods of inquiry from multiple subject areas.</p> <p>P4. Supports and encourages learner expression through movement.</p>

NASPE's Beginning Teacher Standards

Growth & Development

STANDARD 2: The teacher understands how individual learn and develop, and can provide opportunities that support their physical, cognitive, social and emotional development.

Dispositions	Knowledge	Observations (based on performance standards)
<p>The teacher: D1. Appreciates and promotes physical activity in the overall growth and development of learners.</p> <p>D2. Appreciates individual variations in growth and development and is committed to helping learners become competent and self-confident.</p>	<p>The teacher has knowledge of: K1. How learning and development occur – how learners grow and develop, become physically fit, construct knowledge and acquire skills.</p> <p>K2. Physical, cognitive, social and emotional development and their influence on learning and how to address these factors when making instructional decisions.</p> <p>K3. Expected developmental progressions and ranges of individual variation and can identify levels of readiness.</p> <p>K4. The value of practice opportunities for growth and development.</p>	<p>The teacher: P1. Assesses individual and group performance in order to design safe instruction that meets learner developmental needs in the physical, cognitive, social and emotional domains.</p> <p>P2. Stimulates learner reflection on prior knowledge, experiences, and skills and encourages them to assume responsibility for their own learning.</p>

NASPE's Beginning Teacher Standards

Diverse Learners

Standard 3: The teacher understands how individuals differ in their approaches to learning and creates appropriate instruction adapted to diverse learners.

Dispositions	Knowledge	Observations (based on performance standards)
<p>The teacher:</p> <p>D1. Believes that all learners can develop motor skills, feel successful and enjoy physical activity.</p> <p>D2. Appreciates and values human diversity and shows respect for varied talents and perspectives.</p> <p>D3. Is committed to helping learners become physically educated in personally meaningful ways.</p> <p>D4. Seeks to understand and is sensitive to learners' families, communities, cultural values, and experiences as they relate to physical activity.</p>	<p>The teacher has knowledge of:</p> <p>K1. Differences in approaches to learning and physical performance (e.g., different learning styles, multiple intelligences, and performance modes) and can design instruction that uses learners' strengths as the basis for growth.</p> <p>K2. Areas of special need including physical and emotional challenges, learning disabilities, sensory difficulties and language barriers (e.g., English as a second language).</p> <p>K3. How learning is influenced by individual experiences, talents, and prior learning, as well as culture, family, and community values.</p>	<p>The teacher:</p> <p>P1. Selects and implements developmentally appropriate instruction that is sensitive to the multiple needs, learning styles, and experiences of learners.</p> <p>P2. Uses appropriate strategies, services, and resources to meet special and diverse learning needs.</p> <p>P3. Creates a learning environment which respects and incorporates learners' personal, family, cultural and community experiences.</p>

NASPE's Beginning Teacher Standards

Management & Motivation

Standard 4: The teacher uses an understanding of individual and group motivation and behavior to create a safe learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Dispositions	Knowledge	Observations (based on performance standards)
<p>The teacher:</p> <p>D1. Accepts responsibility for establishing a positive climate in the physical education setting and school environment.</p> <p>D2. Believes that providing opportunities for learners' input into instructional decisions increases their commitment to learning.</p> <p>D3. Recognizes the importance of positive peer relationships in establishing a climate for learning.</p> <p>D4. Recognizes the value of intrinsic motivation to life-long participation in physical activity.</p> <p>D5. Is committed to using appropriate motivational strategies to meet the needs of individuals.</p>	<p>The teacher has knowledge of:</p> <p>K1. Developmentally appropriate practices to motivate learners to participate in physical activity.</p> <p>K2. Strategies to teach learners to use behavior change techniques.</p> <p>K3. Strategies to help learners demonstrate responsible personal and social behavior that promotes positive relationships and a productive environment in physical activity settings.</p> <p>K4. The principles of effective management and a variety of strategies to promote equitable and meaningful learning in physical activity settings.</p> <p>K5. Factors related to intrinsic motivation and strategies to help learners become self motivated.</p>	<p>The teacher:</p> <p>P1. Uses a variety of developmentally appropriate motivate learners to participate in physical activity outside of the school</p> <p>P2. Uses strategies to promote mutual respect, sup and cooperative participation.</p> <p>P3. Uses managerial and instructional routines whi smoothly functioning learning experiences.</p> <p>P4. Organizes, allocates, and manages resources (e space, equipment, activities, and teacher attention) active and equitable learning experiences.</p>

NASPE's Beginning Teacher Standards

Communication

Standard 5: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster inquiry, collaboration, and engagement in physical activity settings.

Dispositions	Knowledge	Observations (based on performance standards)
<p>The teacher: D1. Recognizes the importance of communication skills and being informed of technological advances.</p> <p>D2. Appreciates the cultural dimensions of communication and seeks to foster sensitive interactions with and among learners.</p> <p>D3. Is committed to communicating with school colleagues, parents/guardians, and the community.</p> <p>D4. Is committed to serving as a role model.</p>	<p>The teacher has knowledge of: K1. Communication techniques.</p> <p>K2. Appropriate verbal and nonverbal cues and when to use them in the teaching of physical activity.</p> <p>K3. How ethnic, cultural, economic, ability, gender, and environmental differences affect communication.</p> <p>K4. How to use computers and other technologies to communicate and network.</p> <p>K5. Strategies for building a community of learners within a physical activity setting.</p> <p>K6. Strategies for communicating with school colleagues, parents, and the community (e.g., PTA, advisory committees, and conferences).</p>	<p>The teacher: P1. Communicates in ways that demonstrate sensitivity to ethnic, cultural, economic, ability, gender and environmental differences.</p> <p>P2. Communicates managerial and instructional information in a variety of ways (e.g., bulletin boards, music, task cards, posters, and video).</p> <p>P3. Communicates with school colleagues, parents / guardians, and the community through open houses, faculty meetings, newsletters and conferences.</p> <p>P4. Models communication strategies (e.g., restating ideas and making connections, active listening, sensitivity to the effects of messages and the nonverbal cues given and received).</p>

Planning & Instruction

Standard 6: The teacher plans and implements a variety of developmentally appropriate instructional strategies to develop physically educated individuals.

Dispositions	Knowledge	Observations (based on performance standards)
<p>The teacher: D1. Values short and long term planning to reach curricular goals.</p> <p>D2. Values the use of multiple instructional strategies to develop competence, cooperation, and higher order learning in physical activity settings.</p> <p>D3. Believes that plans must be open to revision based on student needs and changing circumstances.</p> <p>D4. Is committed to using learner strengths as a basis for planning instruction.</p> <p>D5. Is committed to continuous learning about pedagogical content knowledge and its impact on learning.</p> <p>D6. Believes that the safety of students is the first priority in any movement setting.</p>	<p>The teacher has knowledge of: K1. Learning theory and current curricular models.</p> <p>K2. Contextual issues to consider when planning instruction (e.g., instructional materials, individual interests, needs and aptitudes, and community resources).</p> <p>K3. How to design instructional sequences and learning experiences that maximize learner participation and success.</p> <p>K4. The uses of a variety of equipment, materials, human, and technological resources (e.g., computers, audiovisual technologies, videotapes and discs, local experts, and print resources) to enhance learning in a safe environment.</p> <p>K5. Principles, techniques, advantages, and limitations of various instructional strategies (e.g., cooperative learning, direct instruction, discovery learning, independent study, and interdisciplinary instruction).</p> <p>K6. Safety issues to consider when planning and implementing instruction (e.g., environmental checks for equipment, field, and movement space; contraindicated exercises and body positions; basic first aid and CPR).</p>	<p>The teacher: P1. Can identify program goals. P2. Selects instructional strategies based on developmental levels, learning styles, program goals, and safety issues. P3. Applies disciplinary and pedagogical knowledge in developing safe learning experiences. P4. Selects teaching resources and curriculum materials for their comprehensiveness, accuracy, usefulness and safety. P5. Uses curricula that encourage learners to see, question, and interpret physical activity from diverse perspectives. P6. Designs and implements learning experiences that are safe, appropriate, realistic, and relevant based on principles of effective instruction (e.g., that activate learners' prior knowledge, anticipate preconceptions, encourage exploration and problem solving and build on skills and experiences). P7. Uses demonstration and explanations to capture key components and link them to learners' experiences in physical activity. P8. Helps learners incorporate problem solving and critical thinking strategies in the process of becoming a physical educated person. P9. Chooses varied roles in the instructional process based on the content, purpose of instruction, and the needs of learners (e.g., model, assessor, monitor, facilitator). P10. Creates short and long term plans that are linked to learner needs and performance, and adapts plans to ensure learner progress, motivation and safety. P11. Models instructional strategies that facilitate learning in physical activity settings (e.g., manages, informs, checks for learner understanding, draws connections, uses visual, aural, and kinesthetic cues, and is sensitive to learner responses). P12. Asks questions and poses scenarios to stimulate interactive learning opportunities (e.g., helps students articulate ideas/thinking, promotes risk taking/problem solving, facilitates factual recall, encourages convergent/divergent thinking, stimulates curiosity).</p>

Learner Assessment

Standard 7: The teacher understands and uses formal and informal assessment strategies to foster physical, cognitive, social and emotional development of learners in physical activity.

Dispositions	Knowledge	Observations (based on performance standards)
<p>The teacher: D1. Values ongoing assessment to identify learner needs and ability.</p> <p>D2. Recognizes that a variety of assessment strategies are necessary.</p>	<p>The teacher has knowledge of: K1. Characteristics, uses, advantages, and limitations of different types of assessment (e.g., criterion and norm-referenced, formative and summative, motor performance and physical fitness, portfolio and authentic assessments).</p> <p>K2. How to select and use developmentally appropriate assessment strategies and instruments congruent with physical activity learning goals.</p> <p>K3. Measurement issues, such as validity, reliability and bias.</p> <p>K4. The use of assessment as an integral part of instruction to provide feedback to learners.</p> <p>K5. How to use and interpret learner performance data to inform instructional decisions and report progress.</p>	<p>The teacher: P1. Uses a variety of formal and informal assessment techniques to assess learner progress (e.g., criterion and norm-referenced, formative and summative, motor performance and physical fitness, portfolio and authentic assessments).</p> <p>P2. Uses assessment strategies to involve learners in self-assessment.</p> <p>P3. Maintains records of learner performance and can communicate learner progress based on appropriate indicators.</p>

Reflection

Standard 8: The teacher is a reflective practitioner who evaluates the effects of his/her actions on others (e.g., learners, parents/guardians, and other professionals in the learning community) and seeks opportunities to grow professionally.

Dispositions	Knowledge	Observations (based on performance standards)
<p>The teacher: D1. Is committed to on-going self-reflection, assessment and learning.</p> <p>D2. Values critical thinking and self-directed learning.</p> <p>D3. Is committed to seeking, developing, and refining practices to address individual needs of learners.</p> <p>D4. Recognizes responsibility for engaging in and supporting appropriate professional practices.</p>	<p>The teacher has knowledge of: K1. A variety of self-assessment and problem solving strategies for reflecting on practice and its influences on learning.</p> <p>K2. Literature on teaching physical education and resources available for professional development (e.g., journals, associations, and development activities).</p>	<p>The teacher: P1. Reflects upon and revises practice based on observation of learners.</p> <p>P2. Consults professional literature, colleagues, and other resources to develop as a learner and a teacher.</p> <p>P3. Participates in the professional physical education community and within the broader educational field.</p> <p>P4. Reflects on the appropriateness of program design on the development of physically educated individuals.</p>

Collaboration

Standard 9: The teacher fosters relationships with colleagues, parents/guardians, and community agencies to support learners' growth and well being.

Dispositions	Knowledge	Observations (based on performance standards)
<p>The teacher: D1. Values collaborating with teachers of other subject matter areas.</p> <p>D2. Is willing to consult with others regarding the total well-being and education of learners.</p> <p>D3. Respects learners' privacy and the confidentiality of information.</p> <p>D4. Is willing to work with others to improve the overall working environment.</p>	<p>The teacher has knowledge of: K1. How schools and organizations function within the larger community context relative to physical education.</p> <p>K2. The influence of non-school factors on learning and engagement in physical activity (e.g., family circumstances, community settings, health and economic conditions).</p> <p>K3. Laws related to learner rights and teacher responsibilities (e.g., equity, inclusion, confidentiality, privacy, and child abuse).</p> <p>K4. Issues related to the functions of schools (e.g., school culture, inclusion, school based management).</p>	<p>The teacher: P1. Acts as an advocate in the school and community to promote a variety of physical activity opportunities.</p> <p>P2. Consults with counselors, and other professionals in community agencies.</p> <p>P3. Identifies and uses community resources to enhance physical activity opportunities.</p> <p>P4. Establishes productive partnerships with parents/guardians to support learner growth and well being.</p> <p>P5. Is sensitive and responsive to signs of distress and seeks help as needed and appropriate.</p> <p>P6. Participates in collegial activities to make the school a productive learning environment.</p>

Appendix B

Rhode Island Beginning Teacher Standards Expanded Version

RHODE ISLAND BEGINNING TEACHER STANDARDS

- 1. Teachers create learning experiences using a broad base of general knowledge that reflects an understanding of the nature of the world in which we live.**
 - 1.1 Reflect a variety of academic, social and cultural experiences in their teaching.
 - 1.2 Use a broad knowledge base to create interdisciplinary learning experiences.
 - 1.3 Exhibit a commitment to learning about the changes in their disciplines and in our world that models a commitment to lifelong learning for students.

- 2. Teachers create learning experiences that reflect an understanding of central concepts, structures and tools of inquiry of the disciplines they teach.**
 - 2.1 Know their discipline and understand how knowledge in their discipline is created, organized and linked to other disciplines.
 - 2.2 Design instruction that addresses the core skills, concepts and ideas of the disciplines to help students meet the Rhode Island Common Core of Student Learning goals.
 - 2.3 Select instructional materials and resources based on their comprehensiveness, accuracy and usefulness for representing particular ideas and concepts.
 - 2.4 Incorporate appropriate technological resources to support student exploration of the disciplines.
 - 2.5 Use a variety of explanations and multiple representations of concepts, including analogies, metaphors, experiments, demonstrations and illustrations that help students develop conceptual understanding.
 - 2.6 Represent and use differing viewpoints, theories and methods of inquiry when teaching concepts.
 - 2.7 Generate multiple paths to knowledge and encourage students to see, question and interpret concepts from a variety of perspectives.

- 3. Teachers create instructional opportunities that reflect an understanding of how children learn and develop.**
 - 3.1 Understand how students learn – how students construct knowledge, acquire skills, develop habits of mind and acquire positive dispositions toward learning.
 - 3.2 Design instruction that meets the current cognitive, social and personal needs of their students.
 - 3.3 Create lessons and activities that meet the variety of developmental levels of students within a class.

- 4. Teachers create instructional opportunities that reflect a respect for diversity of learners and an understanding of how students differ in their approaches to learning.**
 - 4.1 Design instruction that accommodates individual differences (e.g., stages of development, learning style, English language acquisition, learning disability) in approaches to learning.
 - 4.2 Uses their understanding of students (e.g., individual interests, prior learning, cultural experiences) to create connections between the subject matter and student experiences.
 - 4.3 Seek information about the impact of students' specific challenges to learning or disabilities on classroom performance, and work with specialists to develop alternative instructional strategies to meet the needs of these students.
 - 4.4 Make appropriate accommodations (e.g., in terms of time and circumstances for work, tasks assigned) for individual students who have identified learning differences or needs in an Individualized Educational Plan (IEP).

5. Teachers create instructional opportunities to encourage students' development of critical thinking, problem solving and performance skills.

- 5.1 Design lessons that extend beyond factual recall and challenge students to develop higher level cognitive skills.
- 5.2 Pose questions that encourage students to view, analyze and interpret ideas from multiple perspectives.
- 5.3 Make instructional decisions about when to provide information, when to clarify, when to pose a question and when to let a student struggle to try to solve a problem
- 5.4 Engage students in generating knowledge, testing hypotheses and exploring methods of inquiry and standards of evidence.
- 5.5 Use tasks that engage students in exploration, discovery and hands-on activities.

6. Teachers create a learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning and self-motivation.

- 6.1 Uses principles of effective classroom management to establish classrooms in which clear rules and standards of behavior are maintained.
- 6.2 Establish a safe and secure learning environment
- 6.3 Organize and allocate the resources of materials and physical space to support active engagement of students.
- 6.4 Provide and structure the time necessary to explore important concepts and ideas.
- 6.5 Help students establish a classroom environment characterized by mutual respect and intellectual risk-taking.
- 6.6 Create learning groups in which students learn to work collaboratively and independently.
- 6.7 Communicate clear expectations for achievement that allow students to take responsibility for their own learning.

7. Teachers foster collaborative relationships with colleagues and families to support students' learning.

- 7.1 Work collaboratively with their colleagues (e.g., other grade-level, content, special education, ESL teachers, teacher assistants) to create a learning community that benefits all students.
- 7.2 Develop relationships with parents/guardians to support learning.
- 7.2 Understand the role of community agencies in supporting schools.
- 7.3 Understand state, district and school initiatives (e.g., School Accountability for Learning and Teaching (SALT), Statewide Performance Assessments) to effect educational improvement.

8. Teachers use effective communication as the vehicle through which students explore, conjecture, discuss and investigate new ideas.

- 8.1 Use a variety of communication strategies (e.g., restating ideas, questioning, offering, counter examples) to engage students in learning.
- 8.2 Use a variety of modes of communication (e.g., verbal, visual, kinesthetic) to promote learning.
- 8.3 Use technological advances in communication, including electronic means of collecting and sharing information to enrich discourse in the classroom.
- 8.4 Emphasize oral and written communication through the instructional use of discussion, listening and responding to the ideas of others and group interaction.

9. Teachers use a variety of formal and informal assessment strategies to support the continuous development of the learner.

- 9.1 Gather information about their students (e.g., experiences, interests, learning styles and prior knowledge) from parents/guardians, colleagues and the students themselves.
- 9.2 Use a variety of assessment strategies and instruments (e.g., observation, portfolio, teacher made tests, self-assessments) that are aligned with instructional content and methodology.
- 9.3 Encourage students to evaluate their own work and use the results of this self-assessment to establish individual goals for learning.
- 9.4 Maintain records of student learning and communicate student progress to students, parents/guardians and other colleagues.
- 9.5 Use information from their assessment of students to reflect on their own teaching and to modify their instruction.

10. Teachers reflect on their practice and assume responsibility for their own professional development by actively seeking opportunities to learn and grow as professionals.

- 10.1 Solicit feedback from students, families and colleagues to evaluate their own teaching.
- 10.2 Read ideas presented in professional publications and discuss current issues in education.
- 10.3 Explore new instructional approaches and strategies, including technological, in the classroom.
- 10.4 Take responsibility for their own professional growth by participating in workshops, courses or other educational activities that support their plans for continued development as teachers.

11. Teachers maintain professional standards guided by legal and ethical principles.

- 11.1 Maintain standards that require them to act in the best interests and needs of students.
- 11.2 Follow school policy and procedures, respecting the boundaries of their professional responsibilities when working with students, colleagues and families.
- 11.3 Follow local, state and federal law pertaining to educational and instructional issues, including regulations related to students' and teachers' rights and students' and teachers' responsibilities.
- 11.4 Interact with students, colleagues, parents and others in a professional manner that is fair and equitable.
- 11.5 Are guided by codes of professional conduct adopted by their professional organizations.

Appendix C

Expectations & Assignments of the Student Teacher

Daily Email Journals
End of the Week Self-Assessments
Daily Lesson Plans
Unit Plans
Unit Assessments
Unit Bulletin Boards
School & Community Summary
Case Study
Positive Communication with Parents
Structured Observations
Videotaped Lessons & Systematic Observations
Personal Philosophy
Professional Portfolio

Daily Email Reflective Journal and Goal Setting

At the end of each day you should spend time reflecting on your day, your classes, students and what worked well and what didn't, what you would change and what you wouldn't. Your daily reflection should be **emailed** to your university supervisor on a **daily basis**. You may or may not get a daily response from your university supervisor. You should also keep a hard copy of your daily reflection in your portfolio (the daily reflection section!) and on disk.

Evaluation of daily reflective journaling and goal setting will be as follows:

Outstanding – You are in constant communication (5 days per week) with other student teachers and university supervisor via email regarding teaching and student teaching. These communications should be genuine, thoughtful and insightful providing a clear and thorough attempt to demonstrate your understanding of the issues raised and an honest attempt to respond. This might well include personal examples or references, questions, suggestions about where to find help or comments about how this might be addressed in various other circumstances. Many of your references are based on your knowledge of pedagogy and your specific content area. Daily reflection, goal setting and assignments should reflect the same level of concern and understanding. You demonstrate professionalism and a willingness to go the distance as a professional physical educator. You take personal responsibility for all tasks and need no reminding.

Great – You are in regular communication (4 days per week) with other student teachers and university supervisor via email regarding teaching and student teaching. Again, communications are to be thoughtful, genuine and insightful. You provide a clear attempt to demonstrate an understanding of issues and an honest attempt to respond. You tend to rely more on personal experience than on content and pedagogical knowledge, but remain helpful in suggestions, questions and comments. Daily reflection, goal setting and assignments reflect a similar level of concern and understanding. You often demonstrate professionalism and a willingness to do your part to contribute to the greater physical education cause but, at times, lack the personal responsibility necessary to go the distance. You occasionally need a bit of reminding, but very minimal.

OK, but not Great – You demonstrate an adequate attempt to maintain constant communication (3 days per week) with other student teachers and university supervisor via email, and/or your communication is on a non-personal, superficial level and your answers don't seem as sincere. Your understanding of issues in physical education are typically personal and based more on feelings than on what is known about teaching and learning. Daily reflections, goal setting and assignments reflect a similar level of concern and understanding. You lack the type of professionalism desired of a beginning teacher on a regular basis and seem to be going through the motions instead of going the distance. You fail to show, on a regular basis, the personal responsibility necessary to be a quality physical education professional and need more reminding than appropriate for this stage in a beginning teachers' development.

Not OK – Your communication with other students and your university supervisor is irregular (2 or less days per week) and weak. Communication appears hurried with an insincere attempt to

address pertinent issues and concerns in the physical education community. Responses are superficial and rushed and daily reflections, goal setting and assignments reflect a similar level of concern and understanding. Your professionalism is weak at best with little desire and interest to even try to go the distance. Personal responsibility is not your forte and this shows through more regularly with the need to be constantly reminded. You are far below the stage necessary to be a beginning teacher.

End of the Week Self-Assessments

At the end of each week you are asked to evaluate your teaching using the weekly assessment rubric. This form will be the same as what your cooperating teacher is asked to complete at the end of each week. This would be a prime time to meet with your cooperating teacher to discuss your teaching for the week, the weekly evaluation and plans for the following week. This weekly self-assessment is to be placed in your folio.

Daily Lesson Plans

A detailed lesson plan should be developed for each and every class you teach using the prescribed lesson plan format. Lesson plans are to be typed, word processed, saved on disk (and make a backup) and placed in your portfolio. These plans should be comprehensive and age/developmentally appropriate. If your cooperating teacher has you teach off their lessons you will need to make those specific lesson plans for yourself using the prescribed format. You will also need to prepare lesson cards (using 3x5 or 4x6 note cards) which you can carry around while you teach (basically a cheat sheet). All lesson cards should be placed with lesson plans and placed in the folio as well.

Unit Plans

You will develop a unit plan at each teaching site. These plans will depend on the time of year and plans of the cooperating teacher. Your unit plans will also need to be typed and word processed and saved on disk. These plans should be comprehensive and age/developmentally appropriate. Please follow the prescribed format of the seminar professor and use the example in this handbook as a guide.

Unit Plan K-12 Student Assessments

Assessments can be formal and informal and both types should be used. Assessments are more than about establishing grades; assessments should be used to improve student learning and motivate students to want to continue to learn more in physical education. Examples of informal assessments include: teacher observation (limit the use however) and teacher questioning and checking for understanding (not just “Does everyone understand”). Informal assessments should be used every day. However, the better method of assessing is formal. Formal student assessments should be developed for each learning domain (cognitive, affective and psychomotor) for each unit plan you teach. There are many books and guides on websites you can follow to make assessments. Remember, assessments need to be age and developmentally appropriate. Assessments should also be varied, in that you should develop and use both student self- and peer-assessments. Remember to keep copies of all assessments, including those students complete (protect student identity for your folio), for your folio.

Unit Plan Bulletin Board

You will need to prepare a bulletin board to accompany each unit plan. You will have the opportunity to not only develop your bulletin board but also display it, so you will need to find a bulletin board near the physical education facility that you may use. Please take at least one photograph of each bulletin board for your folio.

School & Community Summary

At the beginning of each placement you will need to write a 1-2 page summary description of the school and community culture in which you teach. In this summary you should include any information and/or statistics that influences the school culture (i.e., various cultures at the school and in the community; socio-economic status of the surrounding community and the effects on the school; number of students on a reduced or free lunch program; average age of the community; etc.). This summary is to be completed and turned in by mid-term of each placement and also included in your folio.

Case Study

Within the first two weeks of each placement you are to select one student in one of your classes on which to focus and write a case study. This case study should be presented in your folio.

We often rely on experiences to guide our thinking and make ourselves and our points of thought clear. We tend to provide information in terms of personal stories. These stories are similar to case studies in that case studies are in fact personal stories. In education, case studies provide “slices of life” to illustrate the issues educators and students face on a daily basis. The accumulation of experiences we have within the educational setting help form a portion of one’s professional knowledge base. Couple these experiences with the knowledge gained in a teacher preparation program and that professional knowledge base has the potential to increase exponentially.

By taking a close look at one student’s issues and perspectives we can garner a great deal of information about that student. Yes, this does involve digging deeper than surface level, asking other teachers and possibly administrators for help and developing an understanding for what this student faces. If we are to make a difference in the many lives we touch, we must first come to understand students and their issues. We must also understand that there are many students who do need us, often not those with motor and/or athletic “gifts”. Students who need us the most are students with low skill levels, students who are disabled, students who are obese and students from ethnic minority groups. Hence this assignment – to get to know a student and the issues they face

TASKS & CONSIDERATIONS

The following information must be included in a 2-page minimum paper (typed, 12-point font).

1. No matter what, you must protect the student’s identity by never referring to them by real name (use a pseudonym) nor giving away any other identifiable information.

2. You will need to spend time gathering information on this student so get started within the first week or two!
3. Identify and describe the specific characteristics of your student in detail. You must choose a student, male or female, who is obese and/or low skilled or who is physically and/or mentally disabled, and who is also considered to have low participation rates.
4. As best you can, identify and describe this student's issues in physical education and in the general school setting from their perspective. It will help to have some type of interaction with this student to gather information, but don't get too personal to make them uncomfortable. You will likely need direction from your cooperating teacher, other teachers, possibly the counselor and administration if necessary.
 - a. Questions for direction:
 - i. Does this student engage or not engage in physical education on a regular basis?
 - ii. Does this student have excuses for not participating?
 - iii. Does this student not participate for other reasons that you can tell?
 - iv. What types of interactions occur between this student and other students?
 - v. What about in the hallways, on the playground, in the lunchroom, on the bus, in the classroom?
5. Identify and describe this student's perspectives on school in general and physical education. Do they like school, not like school, like physical education, not like it, get along with others, face other problems that impact their life?
6. Create an action plan for helping this student. Consult your books and other literature as well as your mentor teacher and possibly the counselor /administrators. How can you help this student become more engaged in and enjoy physical education?

Positive Communication with Parents / Guardians

The purpose of this assignment is to help you gain confidence and become more comfortable when interacting with parents and guardians. Typically parents receive phone calls or notes from teachers when their student has misbehaved or caused problems. Teachers do not like making contact with parents to report something negative any more than parents like hearing negative news. Hence this assignment!!!

Your task during week 6 & 7 of your placement is to contact several parents / guardians. More specifically, you are to contact the parents / guardians of a minimum of 20 students; these students can come from any class. After contact has been made you will need to provide a brief summary of your conversation with the adult in a typed, word-processed format.

What you need to be very aware of are your reactions / feelings *toward students who are more physically "gifted"* as they are typically the students physical education teachers find the most enjoyable. Those students are, by and large, much like the majority of us – athletic, skillful, enjoy physical activity and physical education. You are challenged to make contact with the parents / guardians of students who are not as physically skilled but who are "good kids", who are "middle of the road kids", who are kids that rarely receive any type of recognition, positive or negative.

You should also understand the power of positive communication. The first few phone calls will likely feel awkward – that awkwardness will ease with practice. Remember, you're making a big statement about yourself as a teacher, about the physical education program and about the student by

making positive contact. By taking a positive step first and early on you may avert any potential negative communication / interaction with parents regarding student misbehavior, misconduct, etc. Students with behavioral problems might become an ally, as might their parent. Later episodes of discipline might merely be perceived as a behavioral management issue rather than judgment about a student. These calls also give parents of “non-troublesome” students the feeling and feedback that they are “good parents”.

How you make contact is made is entirely up to you. Regardless of whether you make phone calls or send notes home, please inform both the principal and cooperating teacher and secure permission from both prior to making contact. Here’s what you’ll need to do:

1. **Student’s Name:** (make sure this is correct and make sure you know the parents name – some children do not have the same last name and some mothers and fathers last names are not the same; be careful to not make assumptions here that are incorrect)
2. **Phone Number:** Make sure you get this right!
3. **Parent or adult:** Again – get this right!
4. **What to say:** Have a script that includes the students name and why you are calling (that this call is positive; that you have enjoyed working with their student; that their student seems to enjoy physical education / physical activity; whatever else might be positive). Invite the parent to physical education. Discuss how it takes time for students to adjust to a new teacher. If you use a note instead of a phone call, please make sure you attach a copy of the note you send home with each student.
5. **Parent / Guardian response:** Well....what was the response – How did it go? Did you get a response?
6. **Date & time of call or contact:**
7. **Your feelings during and after contact:**

This type of assignment has been given to other student teachers at other schools. Not one student teacher has reported a “bad” experience during a phone call session. The typical response has been similar to one related previously.

Parent response: “You mean you are calling me to tell me how nice it is to have my son in class? I have had children in public schools for 12 years and this is the first time a teacher has called to compliment us! Thank you very much.”

Follow up: The child, who had not dressed out for 3 weeks, dressed out every day for the next 5 days. He smiled and participated and took time to talk to the teacher before and after class. Result: The student teacher **made a difference!**

If you are unable to make phone calls, you must visit with your cooperating teacher and building principal to determine what method of positive communication is acceptable. Previous students have been able to send home letters, and this is an acceptable alternative.

Structured Observation Assignment

You are to complete a total of five (yes, that’s 5) structured observations of different teachers (one can be your cooperating teacher) in the building (classroom, art, music, chemistry). During this time of observing other, more experienced teachers teach, you are to be paying strict attention to their teaching, their interactions and rapport with students, their seemingly effortless ways of dealing with classroom challenges. You should be taking copious notes while observing and using different forms of systematic

observation (teacher movement patterns, time analysis, teacher behavior analysis) or checklists (this part is a must in that you must use some type of checklist or systematic observation form). Once the observation period and the teacher has time, you may want to ask questions and gain further information.

Reflection

Your next task is to write a reflection of what you witnessed. If your observation was of a physical education teacher, your reflection should address how that teacher aligns their teaching with the NASPE content standards for K-12 physical education as well as how their teaching conforms to the NASPE beginning teacher standards. If your observation was of a “classroom” teacher (i.e., not a physical education teacher), your reflection should address how that teacher’s teaching aligns with the Rhode Island beginning teacher standards. Thus, regardless of whom you observe, *one set of beginning teacher standards needs to weave its way into your reflection*.

Reflections need to be word processed with all the relevant material included (i.e., date of observation; teacher you observed; class; period / time; subject; topic of lesson). You should briefly summarize the lesson and include comments as to what you might have done differently had that been your class and you could use hindsight when teaching. Be cautious not to be too critical as an experienced teacher often makes teaching look easy and less challenging than it really is.

Videotaped Lessons & Systematic Observation

You are to secure permission from the school and parents/guardians of your students in order to videotape certain classes over the course of your student teaching experience. You will be videotaping a number of times throughout each experience (check the weekly schedule). You will need to secure and place a deposit on a wireless microphone and tune belt from the URI PETE faculty. You will need to find a videocamera and tripod at your school and purchase the correct videotape.

You are to choose one of the multiple assessment instruments (Appendix G) to complete the systematic observation portion of this assignment. You should use a time analysis form at least twice as well as other forms. All systematic observation forms are to be included in your folio and you are to turn in your videotape(s) as well.

The following letter is to be used when securing permission from parents/guardians. Please show this letter to your building principal and cooperating teacher prior to sending the letter home with students.

Dear Parent(s)/Guardian:

January, 2002

The teacher education faculty in the Department of Physical Education & Exercise Science at the University of Rhode Island is requiring student teachers to videotape themselves teaching physical education and/or health education classes. Videotaping the teaching of student teachers is a standard practice at many universities across the nation and is used for the sole purpose of providing the student teacher with visual feedback to improve their teaching. Please let us stress that the focus of the videotape is the student teacher, not the K-12 student; it is on teaching performance not student performance.

Both the cooperating physical education teacher and the principal of your sons/daughter's school are aware of the videotaping requirement for student teachers and have agreed to allow such videotaping to occur. These videotapes will be reviewed by the student teacher and at times, the cooperating teacher, for the purpose of systematically evaluating teaching performance. Again, student performance is not the focus as the purpose of these videotapes is to improve the student teacher's teaching.

Because it is possible that your son/daughter may be seen on the videotape, we need to ask your permission to videotape your son/daughter's class. Please complete the bottom portion of this page and have your student return it to his/her physical education teacher. If you have any concerns or questions, please feel free to contact the physical education teacher education faculty at URI.

Thank you very much for your cooperation!!

Sincerely,

Gay L. Timken
Asst. Professor
874.5447
gtimken@uri.edu

Debra Ballinger
Assoc. Professor
874.5440
dballinger@uri.edu

Richard Polidoro
Professor
874.2412
jrp@uri.edu

I understand the above explanation regarding the need to have selected classes, in which my son/daughter participates, videotaped. I understand the focus of the video is on the student teacher and their teaching, not on students.

_____ I DO give permission for my son/daughter to be videotaped as part of regular physical education and/or health education classes.

_____ I DO NOT give permission for my son/daughter to be videotaped as part of regular physical education and /or health education classes.

Son/Daughter's Name _____

Parent/Guardian Name _____

PLEASE PRINT

Signature _____

Date _____

Philosophy of Physical Education – Elementary & Secondary

As part of your final portfolio, you are to write a professional philosophy for each level of physical education. For nearly all job applications you will be asked to write about your philosophy, for physical education and for health education as well. Thus, this philosophy is to serve as a precursor for job applications. Your philosophy about teaching physical and/or health education is based on your beliefs and values, as well as your professional knowledge, about what students should know and be able to do as a result of your teaching.

Professional Portfolio

Please include the following information in each student teaching portfolio. Make certain the information in each section is in chronological order, beginning with the first week of your placement. Please use section dividers, neatly and appropriately labeled. It is advised that you use plastic sleeves to protect and preserve all materials.

Remember, this is a professional representation of you. There may be many teachers and administrators who look through your portfolio when you apply for jobs. Neatness, accuracy and order are essential qualities!

You might want to “caption” certain pages or pictures so the reader knows exactly what they will be reading or seeing. A caption might be a one or two-sentence paragraph.

WHAT YOU’LL NEED IN YOUR FOLIO

___ Cover Page (neat, clearly labeled, maybe with clip art)

___ Table of contents

___ Philosophy of teaching physical education (and health & adapted if appropriate) at this particular level

___ Written report (2 pages maximum, 1.5 pages minimum, summary / synthesis of your student teaching experience specific to one level (elementary or secondary). This is the first thing people will read so this should be of high quality (i.e., no grammatical or spelling mistakes, complete sentences, good flow of thought within paragraphs and from paragraph to paragraph).

___ School & Community Summary

___ Case Study

___ Unit Plan (this includes everything for your unit). Clearly distinguish subsections within this section.

Include the unit plan itself and the lesson plans that are part of that specific unit.

Include all assessments for this unit

Include student work from this unit (i.e., quiz/test; peer or self-assessment; journal

example) but protect the identity of the student by covering their name

Include handouts you might have given students

Include a picture of your bulletin board

Include any pictures you may have of you working with students. Just make sure to protect student identity at all times

___ Lesson Plans – other lessons not part of your unit

___ Assessments – others used with your students during this experience

___ Bulletin Boards – others you made (if you had any others)

___ Handouts – include any other handouts you gave to students other than the ones for your unit

___ Pictures – include other pictures you might have that shows you working with students

___ Teaching assessments / evaluations – please keep these in chronological order, beginning with the start of the placement experience. Clearly distinguish, using dividers, between the three types of evaluations.

Daily evaluations by Cooperating Teacher

Weekly evaluations by Cooperating Teacher

Weekly evaluations by Student Teacher

Midterm & Final (3-way) evaluation

___ Systematic observation data from videotaping assignments

___ Positive communication assignment – include a sample of whatever you used

___ Daily email journal to university supervisor

___ Structured observations – include all 5

___ Thank you letter to Cooperating Teacher – include a copy of the letter / card

___ Miscellaneous – include anything that seems pertinent to your student teaching experience that does not have a category

Appendix D

Sample Lesson Plan Format

Grade Level: 9 - 12	Date:	Lesson: 2 of 8	Equipment: <ol style="list-style-type: none"> 1. 25 Bows 2. 5 Hoops 3. 30 Beanbags
General Goal of Lesson: To learn and practice the ten steps associated w/ archery.			
Introductory Activity: Combined with fitness			
Fitness: Hoopla and Groups Stretch			
Skills: The ten steps, safety procedures, knowledge of vocabulary.			
Games: n/a			
Student Objectives / Outcomes: (Tied to NASPE objectives – What students will be able to do). <ol style="list-style-type: none"> 1. TSWBAT demonstrate the correct procedure in stringing a bow, (NASPE Standard #1). 2. TSWBAT demonstrate the correct procedures associated with the ten steps in archery, (NASPE Standard #1). <ol style="list-style-type: none"> a. Correct Stance b. Nocking the arrow c. Setting the Arrow d. Establishing a Bow Hold e. Raising the Head f. Raising the Unit g. Drawing and Anchoring h. Aiming and Holding i. Release j. Follow-Through 3. TSWBAT explain the procedures used in the ten steps, (NASPE Standard #2). 4. TSWBAT demonstrate competency in following directions associated with group movement in the sport archery. 5. TSWBAT develop a confidence in working with a group in the sport of archery, (NASPE Standard #7). 			Assessment: Tied to content and objectives Verbal Assessment <ol style="list-style-type: none"> 1. What happens in the various steps, (#1 – 10). 2. What is meant by anchoring and where does it happen, (what step and location). 3. What is done during the follow through in archery? * Attendance, participation in fitness activity, and appropriate dress. Instructor observation of student’s completion of the proper steps associated with archery.
Learner Factors (Developmental differences, disabilities, learning styles, LEP) All students will be able to participate to the best of their ability.			
Anticipatory Set (Lesson preview for students) Today we will continue with learning the preliminary steps associated with archery and why they are important.			
Closure (Review with students) What happens in the various steps, (#1 – 10). What is meant by anchoring and where does it happen, (what step and location). What is done during the follow through in archery?			

Time	Content: (Tied to objectives; list objectives by number; include student tasks & questions for understanding)	Critical Elements & Cues	Organization & Management (Include routines, grouping, equipment dispersal, safety, etc.)
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5 mins	<p>Introductory Activity (immediate activity!!)</p> <p>Hoopla</p> <ol style="list-style-type: none"> 1. The class is split into five groups, (two games may be going at the same time). 2. Each group must move the beanbags inside their hoop to other hoops 3. The object of the game is to have the least amount of beanbags in their hoop at the end 4. Beanbags must be placed in hoops, not thrown. No passing is allowed. This is a game of strategy. <p>Fitness Activity</p>	<p>-Don't throw the beanbags -Don't pass the beanbags</p> <p>-To win it is essential to work as a team, develop a strategy, and work faster than the other teams.</p> <p>-Please bring it in for a stretch</p>	<p>-Have the hoops and beanbags set out with approx 5-7 beanbags in each hoop. (5 hoops per game).</p> <p>-Ask students to get into groups of 5-7 people. If there are two games going on split the class by using individual teacher rosters.</p> <p>SAFETY: Make sure to keep your head up so as not to run into anyone.</p> <p>SAFETY: Make sure to stretch slowly.</p>
5 mins	<p>Group Stretch/Warm-up</p> <ol style="list-style-type: none"> 1. Stretching at Various Levels: All students participate in stretching at the various levels 2. Strength Work <ul style="list-style-type: none"> • Crunches: 20 <p>Push-Ups: 15, (Modified or regular).</p>	<p>Stretching Levels</p> <ul style="list-style-type: none"> • Lunges • Calves • Quads • Glutes • Cross Arm • Tricep <p>-Make sure to work the entire time</p>	<p>-For push-ups, do whichever style is most comfortable to you.</p>
20 mins	<p>Lesson Focus (Skills / Games)</p> <p>The Ten Steps</p> <ol style="list-style-type: none"> 1. Establishing a proper stance, (Review). <ol style="list-style-type: none"> a. Square Stance b. Open Stance 2. Nocking the Arrow: Placing the arrow on the bowstring in preparation for drawing. <ol style="list-style-type: none"> a. Hold the bow with the left hand and the palm of the bow hand facing the ground b. With the right hand holding the shaft of the arrow, with the index finger pointing upward slip the nock onto the string at a 90 degree angle with 	<p>-Remember that the square stance will probably be the best stance to use.</p> <p>-Make sure that the angle is at 90 degrees to ensure safety and</p>	<p>-Ask all students to grab a bow and string it. -Ask all students to then grab an arrow and place it in the ground -All students will take a place where they can see the instructor</p> <p>SAFETY: Do not touch the arrows until the instructor tells you to.</p>

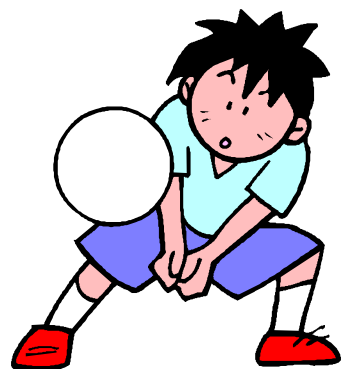
	<p>the string</p> <p>c. Make sure there is no gap between the string and throat of the nock</p> <p>3. Setting the Hook</p> <p>a. Setting is done using three fingers, (index, middle, and 4th fingers),</p> <p>b. Hook first three fingers around the string at the 1st knuckles of these fingers</p> <p>c. Hold the arrow lightly between the index and middle fingers, but do not squeeze the arrow.</p> <p>d. Keep the back of the right hand straight.</p> <p>4. Establishing a Bow Hold</p> <p>a. Extend your left arm at shoulder height toward the target with the left hand in a handshake position</p> <p>b. Place the pivot point of the bow handle, (midsection of the bow), in the “V” formed by the thumb and index finger</p> <p>c. Now the handle of the bow should rest against the base of the thumb, and other fingers should be placed lightly around the handle. Make sure not to grip the bow.</p> <p>5. Raising the Head</p> <p>a. Make sure that head is turned and facing toward the target without any tilt.</p> <p>6. Raising the Unit</p> <p>a. Raise the entire unit, (bow and arrow) to shoulder height.</p> <p>b. It is better to have the elbow of the drawing arm slightly higher than lower in relation to the arrow.</p> <p>7. Drawing and Anchoring</p> <p>a. Let the shoulder and back muscles do the pulling with one smooth motion.</p> <p>b. At the full draw the archer should make contact with the center of the nose, lips, and chin</p> <p>8. Aiming and Holding</p>	<p>accuracy.</p> <p>-What three fingers are used?</p> <p>-Hold the arrow lightly. There is no reason to squeeze.</p> <p>-Look at the target with a straight head.</p> <p>-Please raise the unit slowly</p> <p>-When drawing do so slowly, and with the back and shoulder muscles.</p> <p>-Draw arm straight back.</p>	<p>SAFETY: Remember to follow directions, as we will be using this procedure with arrows later in the class.</p> <p>SAFETY: Look straight at the target</p> <p>SAFETY: Do not overdraw the arrow</p>
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5 mins.	<p>a. Line up the string and bow sight with the center of the target. Or</p> <p>b. Point of Aim Shooting: Aiming with the point of the arrow. Or</p> <p>c. Instinctive Shooting: Shooting without a sight or point-of-aim marker</p> <p>9. Release</p> <p>a. Relax the drawing hand and let the string roll off the fingers by itself.</p> <p>b. No other [parts of the body should be moved</p> <p>10. Follow-Through</p> <p>a. Maintain body position and mental condition assumed at release until the arrow hits the target.</p> <p>b. Keep tension in the upper back muscles.</p> <p>Closing Activity</p> <p>Quick Target Shoot</p> <p>Everyone will have a chance to shoot at a target at least twice while going through the 10-step sequence as a group.</p>	<p>-Make sure not to move the rest of the body</p> <p>-Watch the arrow into the target the way you watch a ball hit a bat.</p> <p>Safety issues are of the utmost importance: Make sure to listen for cues and follow them exactly.</p>	<p>SAFETY: Only execute this step on command. Make sure that no one is in front of you. It is important to stay on the line of shooting for the entire time.</p> <p>Ask everyone to pick up arrow and follow step-by-step directions as a class.</p> <p>-Everyone must assume stance on the same line</p> <p>-Ask everyone to please return arrow and de-string bows and put away.</p>
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Appendix E

Sample Unit Plan Format

Volleyball Unit



Volleyball Unit
Tiverton High School, Tiverton R.I.
Grades 9th - 12th

Amy Simmons
Student Teaching, Spring 2001 - Secondary Experience

School Discipline Policies

General Code of Conduct:

1. Obey all laws and safety regulations
2. Respect the rights o others
3. Work within the system to bring about change
4. Respect the authority of teachers administrators, and all staff in the building
5. Attend school and all scheduled periods regularly and on time.
6. Bring necessary materials to class.
7. Listen attentively in class



Infractions Requiring Disciplinary Actions

1. Disturbance of class - Teacher
2. Being unprepared for class - teacher detention
3. Class Cut(s) -office detention, I SR, OSS
4. Disturbance of Assemblies - Exclusion and Parent Contact
5. Possession of radio or tape player - confiscation for up to 30 days
6. Violation of bus regulations - exclusion from riding the busses
7. Abuse of Passes - Restriction of issuance
8. Violation of dress code - parent contact, student sent home

detention, parent contact

9. Violation of Driver Ed rules – loss of privilege for the time of the violation

10. Violation of Parking Privileges – loss of privilege and/or towing of car

Smoking

1st Incident: I SR and parent notification

2nd Incident – 5th incident: Parent is notified and is requested to come into the school to meet with the principle and his or her designee. The # of days assigned to the I SR is subject to the discretion of the administration.

6th or More: Student is suspended from school, (OSS) for up to 10 days and will be referred to the Superintendent and School Board for possible exclusion.

Cutting Class

a. one cut per class, office detention

b. 2 – 5 cuts – Minimum 2 days of office detention and a minimum of one day of I SR, subject to the discretion of the administration. Students will also be referred to the department chairperson and parents will be notified. If the situation warrants, parents may be requested to come into the school for a conference.

c. 6th incident – Student is suspended out of school for up to 10 days and is referred to the Superintendent and School Board for possible exclusion.

School Breakdown!

Tiverton High School

- Operates on a 6 day rotating schedule.
- 10 classes per week, meeting 2 - 3 times.
- Class size ranges from 20 - 60 students per class, (co-ed).
- Classes are intermixed 9-12



Unit Breakdown: Each class will receive 8 classes in Volleyball. Four classes will entail skill development, and goal setting. The remaining four will be used for game situation/tournament style teaching. During this time upperclass students will act as officials, and will conduct the games according to class rules.

Class 1: Introduction and Practice of the Forearm Pass, (Bump)

Class 2: Introduction and Practice of the Overhead Pass, (Set), review of Bump

Class 3: Introduction and Practice of Spike, and underhand, overhand serve.

Class 4: Peer Evaluation on Bump and Set, explanation of officiating tactics, practice in game situation, organization of team format.

Class 5: Start of Tournament

Class 6: Tournament Con't

Class 7: Tournament Con't

Class 8: Final Written Evaluation, Tournament Finish

Extra : The top team from each class will compete in an overall school volleyball tournament on the final two periods of Thursday April 18th

Assessment:

1. Peer Assessment
2. Skill Evaluation, (Skills Rubric)
3. Participation: Attendance, knowledge of rules, appropriate dress, Effort
4. Final Assessment: Written Assessment of skill and rule knowledge

Volleyball Unit Overall Objectives and Benchmarks

Objectives: Upon completion of this unit.....

1. TSWBAT develop and practice teamwork concepts and skills, while participating in partner and groups drills, (NASPE Standard #5).
2. TSWBAT develop teamwork and comradeie while working with the same group of people for consecutive classes, (NASPE Standard 4 & 5).
3. TSWBAT participate in fitness and game activities at a rate that merits development of physicals fitness, (NASPE Standard #3).
4. TSWBAT gain increased confidence and comfort in making and playing in the game of volleyball, (NASPE Standard #7).
5. TSWBAT show correct form and skill in performing the forearm bump, (bent knees, hand in palm wrap, directly under the ball), (NASPE Standard #1).
6. TSWBAT exhibit correct skill in performing the overhead pass, (set), (bent knees and elbows, window w. fingers, contact with fingertips), (NASPE Standard #1).
7. TSWBAT exhibit correct skill in the execution of the overhead and/or underhand serve, (toe pointing at target, step, hard wrist, hit with heel of the hand), (NASPE Standards #1).
8. TSWBAT to practice and attempt the skills necessary to perform a spike, (hit), (hit with palm, 4 step approach, arm swing), (NASPE Standard #1).
9. TSWBAT explain the concepts behind the bump, set, spike, the serves, as well as rotation and scoring in the game of volleyball, (NASPE Standard #1 & 2).
10. TSWBAT apply the concepts learned during the skill practice lessons into a game situation, (NASPE Standard #2).
11. TSWB afforded ample time and opportunities to learn and enjoy the game of volleyball, (NASPE Standard #7).

Unit Universal Benchmarks

1. Demonstrates advanced movement patterns in team and individual sports.
2. Demonstrates the ability to use combined movement skills and strategies in recreation, leisure sport, and dance activities.
3. Demonstrates cooperative behavior in competitive and non-competitive situations.
4. Demonstrates safe practices in recreational pursuits.
5. Analyzes physical activities for component parts and movement patterns.
6. Identifies and applies factors which effect skill performance appropriate to the intended purpose.
7. Uses information about performance process and results to clarify judgments about the performance.
8. Records performance process and results to validate specific cues identified.
9. Analyzes the benefits of regular participation and budgets personal resources to accommodate such participation in physical activities.
10. Senses and understands the feelings of personal satisfaction and wellness that result from participation in physical activities.
11. Accepts personal responsibility for a healthy lifestyle.
12. Anticipates the potential health and safety consequences and outcomes of participation in physical activity.
13. Acts independently of peer pressure.
14. Sets personal goals of activity and works toward their achievement.
15. Accepts the role of leader or follower appropriate for the accomplishment of team goals.
16. Keeps the importance of winning and losing in perspective by demonstrating effort in including the entire team in game efforts
17. Demonstrates appropriate social behaviors in activities, including conflict resolution strategies.
18. Accepts those of different cultures and the sports and activities they participate in during physical education class.
19. Has a positive self-concept about his/her role as a participant.
20. Feels competent and is willing to learn new activities.
21. Realizes the importance of cooperation within competition.

Lesson by Lesson Breakdown and Description

Lesson 1: Introduction to the Forearm Pass, (Bump)

Students will be introduced to the forearm pass in volleyball by means of working in pairs to facilitate practice time. Students will toss to each other in order to develop and practice correct form. This will then be done in groups of three to practice the backwards set. Students will then be challenged as a group in hitting the ball while moving to the target to facilitate game situation. The lesson will end with students in larger groups practicing teamwork principles while attempting to keep the ball in the air utilizing the bump

Lesson 1: Overall Objectives

1. TSWBAT perform a forearm pass, (volleyball) using their forearms, (hands together), NASPE Standard # 1).
2. TSWBAT move their feet in order to place themselves under the ball as evidenced through observation, (NASPE Standards #1 and 2).
3. TSWBAT extend their arms, body, and knees to the ball, (NASPE Standard #1 and 2).
4. TSWBAT show cooperation and respect for individual and skill differences while working with a partner(s) in cooperative drills/games, (NASPE Standard #5 and 6).
5. TSWBAT explain correct positioning and posture used in the forearm pass, (NASPE Standard #1 and 2).

Lesson 2: Introduction to the Overhead Pass, (Set)

Begins with a review of the forearm pass. Students will be introduced to the overhead pass in volleyball by means of working in pairs to facilitate practice time. Each group will begin with setting "sit-ups" and then progress onto a toss back and forth. Students can further challenge themselves by keeping a rally going. Students then move into groups of three to practice the backwards set. Students will then within their groups be challenged to keep the ball in the air by use of the team wall set, as well as the team "Basketball" Set challenge. The lesson will close with students working in a box formation as a team doing the bump and set to put both skills in perspective.

Lesson 2: Overall Objectives

1. TSWBAT perform a set, (overhead pas) using the fingers make a window concept, (NASPE Standard #1).
2. TSWBAT move their feet in order to get directly under the ball as evidenced through observation, (NASPE Standard #1 and 2).
3. TSWBAT extend their arms, body, and knees to the ball utilizing the power of the legs to move the ball, (NASPE Standard #1 and 2).
4. TSWBAT exhibit cooperation and respect for individual and skill differences while working with a partner(s) in cooperative drills/games, (NASPE Standard #5 and 6).
5. TSWBAT explain and demonstrate correct posture/positioning/ mechanics in performing the overhead, (set), pass, (NASPE Standards # 1 and 2)

Lesson 3: Introduction to the Spike and Overhead/Underhand Serve

Begins with a review of the forearm pass, and the set. Students will first be introduced to the concept of the spike or hit in the game of volleyball. Emphasis will be on making sure all students can be successful at the skill by also introducing the concepts of the dink or off speed spike to ensure that all students are able to completet some form of the skill. Practice will begin in paiars with all stduenys working at getting correct form in hitting the ball against the wall with a partner. This will later progress to having the partner tos the ball to practice hitting a ball out of the air. Students will then move onto the net and will work in larger groups at setting and spiking the ball over to put the skill in proper context. The lesson then moves to the overhnd, and underhand serve. Stduemst will then work with a partner at practicing both skill over the net. The class will end with one group , (switch later on) acting as the servers while the other groups works in a team situatiuon to keep the ball in the air, and receive the serve.

Lesson 3: Overall Objectives

1. TSWBAT exhibit proper form, (approach and contact) when spiking, (hitting a volleyball), (NASPE Standrad #1 and 2)/
2. TSWBAT exhibit proper form when performing the underhand serve, (NASPE Standard #1 and 2).
3. TSWBAT exhibit proper form when performing the overhand serve, (NASPE Standard #1 and 2).
4. TSWBAT show cooperation and understanding for individual differences and skill differences when working in groups or with a partner, (NASPE Standard #5 and 6).

5. TSWBAT enjoy themselves and develop confidence in their ability to hit and serve the ball forcefully and consistently, (NASPE Standard #7).
6. TSWBAT apply the concepts learned with the bump, set, spike, and overhand/underhand serve into a game situation, (NASPE Standard #1 and 2).

Lesson 4: Peer Evaluations and Practice Game Play

Lesson will begin with a quick review of all concepts taught. Students will then work in partners in completing a peer evaluation on the bump and set skills. They will then set two personal goals for self improvement during the upcoming tournament. Before moving into game play students will review concepts of officiating including hand signals and rules included in the game. Following this the class will be split into smaller teams to facilitate game practice in a game referred to as +1. This will emphasize teamwork, and development of skill. Before leaving students will report one other student in which they would like to be on a team with during the tournament.

Lesson 4: Overall Objectives

1. TSWBAT explain how and why assessing one's peer in skill mechanics can help them to learn how to recognize and perform the skill better, (NASPE Standard #1 and 2).
2. TSWBAT explain the various components of officiating in a volleyball game, (i.e. side out, etc.), (NASPE Standard #1).
3. TSWBAT explain the proper sequence of hits in a volleyball game, (NASPE standard #1 and 2).
4. TSWBAT work with a partner with cooperation and respect for differences, (NASPE Standards # 5 and 6).
5. TSWBAT have ample practice time to develop confidence and increase enjoyment in the area of volleyball, (NASPE Standard # 7).

Lesson 5: Tournament Day 1

Lesson will begin with students forming their teams and becoming ready for warm-ups. All warm-ups will be completed as a team and will be selected from warm-up cue cards passed around by the instructor. Following this students will warm-up as a team in a bump/set concept. This will then move into game situations. All teams will play in at least three games per class. Development and increases in skill and teamwork will be emphasized.

Lesson 5-8 Overall Objectives

1. TSWBAT participate in game situation utilizing skills practiced before, (NASPE Standard #1 and 2).
 2. TSWBAT work in cooperation as a team, (NASPE Standard #5).
 3. TSWBAT respect the differences in skill of others by allowing them equal participation, (NASPE Standard #6).
 4. TSWBAT utilize officiating techniques in a real game situation, (NASPE Standard # 1 and 2)
 5. TSWBAT demonstrate the correct form as evidenced through observation in the bump, set, spike and serve, (NASPE Standard #1).
-

Lesson 6: Tournament Day 2, Rubric Scoring

Students will begin in the same warm-up as specified in lesson 5. Groups will then proceed into game play. As before, emphasis is on team play, and inclusion of all students. During this time instructors will begin rubric assessment of student skill while in game play. This will include the skills of the bump, set, and spike. Please see rubric breakdown for further information. Volleyball vocabulary sheet will be passed out.

Lesson 7: Tournament Day 3, Rubric Scoring

Students will begin in the same warm-up as specified in lessons 5 and 6. Groups will then proceed into game play. As before, emphasis is on team play, and inclusion of all students. During this time instructors will begin rubric assessment of student skill while in game play. This will include the skills of the bump, set, and spike. Please see rubric breakdown for further information. Volleyball vocabulary sheet will be passed out, (see handouts).

Lesson 8: Tournament Day 4, Rubric Scoring, Final Exam

Students will begin the class by taking the final assessment, (see handouts). They will then proceed into the team warm-up and game situations as outlined in the prior tournament lessons. Rubric scoring will be completed during this lesson.

Appendix F

Directory Information

Directory for Student Teaching

Student Teacher _____ Phone _____

Address _____

Email _____

School _____

Address _____

Principal _____

Vice-Principal _____

Main Secretary _____

School Phone (Main #) _____

Cooperating Teacher _____

Phone _____ Email _____

Other Key Faculty & Staff (dept. chair, other PE / Health / APE faculty)

Name	Position	Phone
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

STUDENT TEACHING DAILY SCHEDULE

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	Grade_____	Grade_____	Grade_____	Grade_____	Grade_____
Time:	Loc._____	Loc._____	Loc._____	Loc._____	Loc._____
	Sub._____	Sub._____	Sub._____	Sub._____	Sub._____
<hr/> <hr/>					
2	Grade_____	Grade_____	Grade_____	Grade_____	Grade_____
Time:	Loc._____	Loc._____	Loc._____	Loc._____	Loc._____
	Sub._____	Sub._____	Sub._____	Sub._____	Sub._____
<hr/> <hr/>					
3	Grade_____	Grade_____	Grade_____	Grade_____	Grade_____
Time:	Loc._____	Loc._____	Loc._____	Loc._____	Loc._____
	Sub._____	Sub._____	Sub._____	Sub._____	Sub._____
<hr/> <hr/>					
4	Grade_____	Grade_____	Grade_____	Grade_____	Grade_____
Time:	Loc._____	Loc._____	Loc._____	Loc._____	Loc._____
	Sub._____	Sub._____	Sub._____	Sub._____	Sub._____

5	Grade_____	Grade_____	Grade_____	Grade_____	Grade_____
Time:	Loc._____	Loc._____	Loc._____	Loc._____	Loc._____
	Sub._____	Sub._____	Sub._____	Sub._____	Sub._____

6	Grade_____	Grade_____	Grade_____	Grade_____	Grade_____
Time:	Loc._____	Loc._____	Loc._____	Loc._____	Loc._____
	Sub._____	Sub._____	Sub._____	Sub._____	Sub._____

7	Grade_____	Grade_____	Grade_____	Grade_____	Grade_____
Time:	Loc._____	Loc._____	Loc._____	Loc._____	Loc._____
	Sub._____	Sub._____	Sub._____	Sub._____	Sub._____

8	Grade_____	Grade_____	Grade_____	Grade_____	Grade_____
Time:	Loc._____	Loc._____	Loc._____	Loc._____	Loc._____
	Sub._____	Sub._____	Sub._____	Sub._____	Sub._____

9	Grade_____	Grade_____	Grade_____	Grade_____	Grade_____
Time:	Loc._____	Loc._____	Loc._____	Loc._____	Loc._____
	Sub._____	Sub._____	Sub._____	Sub._____	Sub._____

10	Grade_____	Grade_____	Grade_____	Grade_____	Grade_____
Time:	Loc._____	Loc._____	Loc._____	Loc._____	Loc._____

Sub._____ Sub._____ Sub._____ Sub._____ Sub._____

Please include any specific comments about this schedule.

Grade = grade level

Loc. = Location of class

Sub. = Subject

Appendix G

Assessment Forms of Student Teaching

Lesson Plan Assessment Form

✓ Evaluation Guide for Lesson Plans	
Student Objectives/Outcomes:	
	Psychomotor objective: task, situation, criteria
	Cognitive objective: task, situation, criteria
	Affective objective: task, situation, criteria
	Objectives and observable & measurable
	Objectives are clearly aligned with NASPE & clearly tied with content & assessment
Assessment	
	Assessments listed are appropriate & accurately measure learning outcomes
	Both formal & informal assessment measures are included
Content: Each of the following is included in the content column	
	Content is listed and is specific for each part of the lesson
	Skill progressions are listed step by step including practice
	Specific skill cues & critical elements are given and directly relate to objectives

Organization/Management/Safety	
	arrangement of students (i.e., scattered, groups of ?, lines)
	arrangement of equipment for distribution/collection/home position
	transition directions for moving students into formation/groups
	transition directions for equipment distribution and immediate activity
	safety issues specific to content
Other	
	Equipment: is listed (specifics, i.e., # of cones, ropes) including audio and visual
	Time: approximate time allotted listed in left column
	Learner factors: are listed & appropriate for specific students in class
	Anticipatory set & closure: are prepared & thoughtful
	Lesson plan: given to you a minimum of 3 class days in advance for approval

Daily Assessment Forms For Assessing the Student Teacher

***Please complete the following page in this appendix with each and every daily assessment. Both the observer and the student teacher should sign and date the document.

When completing a daily assessment, please feel free to use any of the assessments provided. We ask that you use a variety of assessments each week.

UNIVERSITY OF RHODE ISLAND
PHYSICAL EDUCATION TEACHER EDUCATION
Evaluation of Teaching – Single Lesson
To be completed for each daily lesson evaluation.

Student Teacher _____ Date _____

Observer _____ School _____

Grade Level _____ Lesson focus _____ Period/Hour _____

Student teacher’s self-improvement goal _____

Overall Evaluation:

Please describe the student teacher’s strong points for this lesson.

Please provide suggestions for areas of improvement for following lessons.

Signature of Observer _____ Date _____

Signature of Student Teacher _____ Date _____

Student _____ Teacher _____	
Observer _____	Date _____

Excellent	Above Average	Average	Below Average	Unsatisfactory	N/A at this time
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Teacher Behavior Checklist

PLANNING FOR INSTRUCTION					
1 Knowledge of content for lessons					
2 Instruction designed to meet the needs of <i>all</i> students					
3 Well prepared lesson plan including content to be taught					
4 Rainy day plans / plans for modification of original lesson					
5 Clearly defined objectives that include NASPE standards					
6 Lesson content aligns with objectives & vice versa					
7 Clearly defined assessment methods tied with objectives & content					
8 Clearly defined methods for management & organization					
9 Facility set up & equipment arranged for efficient distribution					
10 Appropriate materials used (articles, texts, web-based info) planning for instruction					
11 Planning for safe instruction & participation					
Comments:					
INSTRUCTION					
12 Location of instruction in area where activity will take place					
13 Clear & accurate directions for management routines					
14 Instructional strategies appropriate for all developmental levels and learning styles					
15 Instruction related to objectives					
16 Lesson goals/objectives & expectations clearly communicated to students					
17 Clear & accurate instructions on lesson content					
18 Clear & accurate demonstrations provided					
19 Checked for student understanding (not "does anyone have any questions")					
20 Effective & efficient methods for student grouping (no counting off)					
21 Effective & efficient transitions between activities &/or lesson parts					
22 Teaching aids used appropriately (i.e., signs, video)					

23	Consistent start (GO) & stop (FREEZE) signals								
24	Used home position for equipment								
25	Students held accountable for management routines								
26	Students held accountable for on-task behavior								
27	Accurate and appropriate critical elements & cues used during teaching								
28	Appropriately modeled activity during instruction & teaching								
29	Teacher movement and active supervision (including distant interaction)								
30	Provided multiple opportunities for <u>all</u> students to practice (no wait time)								
31	Provided positive behavior feedback								
32	Provided positive skill specific feedback								
33	Provided corrective skill specific feedback								
34	Adapted & modified lessons appropriately when needed								
35	Used closure to end lesson & checked for understanding of concepts learned								
36	Questioning used to promote critical thinking and problem solving								
37	Use of technology during lesson								
	Comments:								
	LEARNING ENVIRONMENT								
38	Speech/voice of quality & clarity								
39	Vocabulary / conversation on student level								
40	Non-verbal gestures appropriate & show confidence								
41	Sense of humor evident without sarcasm								
42	Provided a safe classroom for <u>all</u> students (skill level, gender, disability, ethnicity)								
43	Created opportunities for <u>all</u> students to achieve success								
44	Promotes mutual respect, support, safety & cooperative participation								
45	Communication (verbal & nonverbal) is sensitive to issues of diversity								
46	Handled behavior / disciplinary problems appropriately								
	Comments:								
	PROFESSIONALISM & KNOWLEDGE								
47	Ability to demonstrate skills / activities with competence								

48	Uses discipline specific knowledge accurately & consistently								
49	Integrates other subject areas into class when appropriate								
50	Appropriate attire								
51	Professional & fair interactions with students								
52	Professional & fair interactions with faculty/staff								
53	Professional & fair interactions with parents / guardians								
54	Maintains a positive outlook with classes & individual students								
55	Displays the attitude that <u>all</u> children can learn								
56	Is a positive role model for <u>all</u> students								
57	Displays appropriate enthusiasm & dedication for teaching physical education								
58	Accepted constructive criticism & cooperating teacher feedback								
59	Maintains professional & ethical conduct at all times								
Comments:									
ASSESSMENT OF STUDENT LEARNING									
60	Assessments clearly aligned with lesson objectives and content								
61	Used informal assessment to monitor student progress								
62	Used formal assessment to monitor student progress								
63	Uses self-assessments with students								
64	Uses peer assessments with students								
65	Informs students of assessment, its purposes & the outcomes								
Comments:									
REFLECTIVE PRACTICES									
66	Uses student assessment information to redesign & modify lessons & instruction								
67	Uses assessment to help them reflect on their teaching and planning								
68	Used cooperating teacher feedback to modify lesson plans / teaching								
69	Used self-questioning/reflection techniques to make lessons more appropriate								
70	Ability to modify lessons & reflect while teaching								
71	Utilizes professional literature & other current material to inform practice								

Comments:

*****This instrument is long and detailed to show the extent to which teaching is complex and multifaceted. Please feel free to use any part of this teaching assessment instrument in isolation when assessing the student teacher's teaching. The teaching behaviors have not been ordered in terms of stages of development as a teacher, hence the column "N/A at this time", indicating not applicable / appropriate at this time. The expectation from the URI PETE faculty, as well as beginning teacher standards is that by the end of student teaching the student teacher should be able to score at least "average" on most, if not all, categories.

Student Teaching Assessment Teacher Movement Patterns

Student Teacher _____ Assessor _____

Date _____ Class _____

I = Instruction time when teacher is giving instructions related to skill technique only and when all students are stopped. Instructions include only those things you say that are **directly** related to the skill/activity being taught.
M = Teacher position when all students are directed to “freeze” **and/or** when management/organizational directions are being given to the entire class. Mgmt/Org. does not include instructions but does include student grouping, transitions between activities, telling students to put equipment in home position.
FB = Teacher position when giving feedback to individuals or groups including the entire class.

Tally the number of times each of the following are used.
 Use of student first names _____

Positive **behavior** feedback _____
 (example – thanks for hustling; thank you for not talking; I appreciate you helping your classmate)

Positive **general skill** feedback _____
 (example – good job jumping; way to go; nice work on those lunges; I like those leaps)

Positive **specific skill** feedback _____
 (example – I like the way you’re using two feet to jump; nice job keeping those knees over the ankles while doing lunges; good work clapping with the beat of the music)

Corrective specific skill feedback _____
 (try using 2 feet to jump; use your arms to help you jump higher; remember to look up at the ceiling when doing sit-ups)

TEACHER BEHAVIOR EVALUATION FORM

Teacher _____ Date _____ School _____

Observer _____ Activity _____

Time Started _____ Time Ended _____ Length of observation _____

Behaviors to be Observed & Definitions

1. _____
2. _____
3. _____
4. _____

BEHAVIOR 1	BEHAVIOR 2	BEHAVIOR 3	BEHAVIOR 4

TOTALS _____

DATA SUMMARY:

BEHAVIORS	TOTAL FREQUENCY	RATE / MINUTE
1		
2		
3		
4		

COMMENTS:

INTRODUCTORY ACTIVITY / FITNESS

Daily Assessment of Teaching

Student Teacher: _____ Assessor _____

Date: _____ Grade: _____

Preparation Prior Peer Teaching Day		Preparation on Peer Teaching Day	
	Lesson Plan submitted 3 class days before teaching		Arrived early to set up equipment & put equipment away at end of class
	Prepared quick glance lesson card		Equipment is set for easy distribution & collection

Content:		Teacher Delivery:			
	Anticipatory set		Consistent "Stop" Signal		Use of First Names:
	Student Objectives clearly communicated		Consistent Prompt to wait for Go		Positive Behavior FB:
	Critical Elements (technique) taught/modeled		Consistent "Go" Signal		Positive General Skill FB:
	Cognitive concept taught		Instructions 30 seconds or less		Positive Specific Skill FB:
	Cognitive Learning Informally Assessed		Immediate Activity		Corrective Specific Skill FB:
			Taught/Modeled Home Position		Modeled and Promoted Activity

TEACHER MOVEMENT PATTERNS

		Teacher Movement Pattern:		
			Back to the Wall during Instructions:	
			Moved to All Areas to Give Instructions	
			Moved through area & gave FB during Practice	
		Overall quality of lesson:		
			Excellent Model Lesson: Mastery	
			Practicing and Working toward Mastery	
			Appeared unprepared and/or did not follow assignment directions	

LESSON FOCUS & CLOSING ACTIVITY/GAME

Daily Assessment of Teaching

Student Teacher: _____ Assessor _____

Lesson Content: _____

Date: _____ Grade: _____

Preparation prior to teaching		Preparation on teaching day	
	Lesson Plan submitted 3 days before teaching		Arrived early to set up equipment & put equipment away at end of class
	Prepared quick glance lesson card		Equipment is set for easy distribution & collection
	Discussed upcoming lesson with cooperating teacher		Professional dress, preparation & conduct

CONTENT:		TEACHER DELIVERY:	
	Anticipatory Set		Consistent "Stop" Signal
	Student Object./Outcome communicated		Consistent Prompt to wait for Go
	Critical Elements taught progressively		Consistent "Go" Signal
	Instruction related to objectives		Instructions 30 seconds or less
	Appropriate pace of lesson		Immediate Activity with Equipment
	Closure assessed learning		Taught/Modeled Home Position
			Use of First Names:
			Positive Behavior FB:
			Positive General Skill FB:
			Positive Specific Skill FB:
			Corrective Specific Skill FB:

TEACHER MOVEMENT PATTERNS

		Teacher Movement Pattern:	
			Back to the Wall during Instructions:
			Moved to All Areas to Give Instructions
			Moved through area & gave FB during practice
		OVERALL QUALITY OF LESSON:	
			Excellent Model Lesson: Mastery
			Practicing and Working toward Mastery
			Appeared unprepared and/or did not follow assignment directions

**End of Week Assessment Form
For Assessing the Student Teacher**

**University of Rhode Island
Physical Education Teacher Education
Student Teacher Weekly Assessment**

Student Teacher	Date
Mentor Teacher	School Site
School Level:	Elementary Middle School K-8 High School

Number of formal observations of this teacher over the past week: 1 2 3 4 5 or more

The purpose of this rubric instrument is to provide a formative evaluation of your student teacher's progress. This instrument is not meant to be a checklist but rather a teaching tool to help student teachers develop to their professional and instructional capacities under the guidance of a mentor teacher. Each item rates levels of proficiency based on expectations of a first year contract teacher with 3 representing the highest level. Please read each item carefully and place a checkmark beside that which most closely represents the actions of the student teacher for the past week. It is neither expected nor necessarily appropriate for student teachers to exhibit the highest level for each item each week (many items may be at level 1 if evidence has not yet been provided). Instead, a compilation of evidence will enable the evaluation process to include a tangible developmental perspective. Please supply comments where requested or necessary. If you have questions, please feel free to contact Gay Timken (874.5447) or email gtimken@uri.edu or Deb Ballinger (874.5440) or email dballinger@uri.edu

PLANNING

1. Content knowledge

- 3 – Lesson plans reflect thorough research and understanding of content taught.
- 2 – Lesson plans reflect basic understanding of content and/or not enough research into the content taught.
- 1 – Needs further knowledge development in this area.
- NO – Not observed.

2. Lesson plans (Must be written and approved 1 week prior to use and available on site.)

- 3 - Each lesson was taught from a clearly written and appropriately constructed lesson plan.
- 2 - Each lesson was taught from a lesson plan, some plans missing information, unclear, or inadequately constructed.
- 1 - Some lessons were taught from a lesson plan hastily written, messy, or lesson plan was not provided.
- NO – Not observed.

3. Objectives (Written in student outcome terminology; related to NASPE content standards)

- 3 – Clearly written & appropriately constructed in each lesson; tied to NASPE standards & curriculum.
- 2 – Written, but not in clear behavioral terms and/or not appropriately constructed for the lesson and/or not tied to NASPE.
- 1 – Absent or student teacher unable to clearly express outcomes.
- NO – Not observed.

4. Clear teaching cues on lesson plans

- 3 - Progressive and appropriate teaching cues were listed and communicated well to students.
- 2 - Cues were listed and communicated – student responses were not congruent at times.
- 1 - Cues were often not progressive or appropriate; not adequately communicated.
- NO – Not observed.

5. Developmentally appropriate for students

- 3 - Clear and appropriate progressions for each task provided for age and developmental level of students.
 2 - Completed but some components / progressions not appropriate for level of students.
 1 - Absent
 NO - Not observed.

6. Assessment (Assessment of skills & knowledge tied to daily objectives)

- 3 - Clearly presented and tied to objectives.
 2 - Not consistently written and/or used and/or tied to objectives.
 1 - No assessment measures provided.
 NO - Not observed.

7. Planning incorporates activities for students with special needs

- 3 - Regularly attends to students with special needs.
 2 - Sometimes attends to students with special needs.
 1 - No knowledge of or attention to students with special needs.
 NO - Not observed.

8. Rainy day / alternative lesson plans (Written and on file – related to unit.)

- 3 - Clear, appropriate and unit specific, and available in written format ahead of time.
 2 - Completed but some components not appropriate or unit specific.
 1 - Absent or student unable to modify plans for alternate space.
 NO - Not observed.

9. Anticipatory set (30-60 second introduction to day's objectives & activities)

- 3 - Every lesson communicated both what was to happen and why.
 2 - Many lessons communicated both what was to happen and why.
 1 - Most lessons failed to incorporate anticipatory set.
 NO - Not observed.

10. Closure (30-60 second reflection with students on what was learned.)

- 3 - Every lesson included a final discussion of day's activities, what was learned, why and actively involved students.
 2 - Most lessons included a final discussion of day's activities, what was learned, and why; students were actively involved at all times.
 1 - Some lessons included a discussion of day's activities, what was learned, and why; student interaction was minimal.
 0 - No closure evident.
 NO - Not observed.

11. Alternate tasks provided during lessons or extensions of lessons (advanced individual challenges)

- 3 - Students participated at individually appropriate levels; tasks modified for varying skill levels (please list and describe below).
 2 - Some evidence of varying skill levels accounted for during instructional tasks (please comment or enter n/a).
 1 - Students participated in the same activities at the same time (please comment or enter n/a)
 0 - No alternate tasks evident / planned.
 NO - Not observed.

12. Observation of students from perimeter (keeps all students in view; does not turn back to any student)

- 3 - Consistent movement throughout the teaching stations.
- 2 - Movement to some areas at some times.
- 1 - Little to no movement during instruction and/or practice.
- NO - Not observed.

13. Transitions between activities

- 3 - Almost all transitions from management to instruction to activity and between activities were smooth and efficient (short; no more than 10-15 seconds).
- 2 - Many transitions were smooth and efficient (no more than 20-25 seconds).
- 1 - Some transitions were particularly laborious and time consuming.
- NO - Not observed.

14. Practice trials

- 3 - High amount (7-10 minimum) practice trials per activity per student provided at an appropriately challenging level for all students.
- 2 - Number of practice trials can be increased; some students inappropriately challenged.
- 1 - Low opportunities for student practice.
- NO - Not observed.

15. Positive behavior, specific verbal feedback (non-skill related)

- 3 - High levels and ratios of specific positive behavior feedback (2 per minute; positive : negative 4:1).
- 2 - Moderate levels and ratios of specific positive behavior feedback (1 per minute).
- 1 - No specific positive behavior feedback, or solely negative.
- NO - Not observed.

16. Skill-specific verbal feedback (congruent with skill & lesson objectives)

- 3 - High levels and ratios of specific positive congruent feedback (3 per minute; positive : negative 4:1).
- 2 - Moderate levels and ratios of specific positive congruent feedback (1-2 per minute)
- 1 - Low levels and ratios of specific positive congruent feedback (less than 1 per minute) or high levels of other forms of feedback (negative).
- NO - Not observed.

17. Demonstrations (present but not extensively long)

- 3 - All tasks included a full and accurate demonstration clearly seen by all students.
- 2 - Partial demonstrations that were clearly seen by all students were used for some tasks.
- 1 - No demonstrations (only verbal descriptions) were used for some tasks, or some demonstrations not seen by some students.
- NO - Not observed.

18. Checks for understanding (not the standard “Does everyone understand?”; more specific such as “What are 2 critical elements you will be practicing today?”)

- 3 - Used frequently and in various ways.
- 2 - Some checks for understanding made or reliance on one method.
- 1 - Checks for understanding are used sporadically.
- NO - Not observed.

19. Questioning (beyond checks for understanding; probing for deeper understanding of content)

- 3 - Used well and often and to a variety of students with higher order processing required.
- 2 - Some questioning used, reliance on one or two lower cognitive processing methods.
- 1 - Questioning used sporadically.
- NO - Not observed.

20. Beginning of motor activity (from start of class, not after roll call)

- 3 - Within 1 minutes for each lesson where appropriate.
- 2 - Within 2 minutes for each lesson where appropriate.
- 1 - Over 3 minutes for some lessons where activity time is needed.
- NO - Not observed.

21. At least 2 forms of media (handouts; video; bulletin board)

- 3 - Two or more used.
- 2 - One used.
- 1 - None used.
- NO - Not observed.

22. Student compliance with instructional tasks

- 3 - Almost all (90%) students consistently responded to all instructional tasks each lesson.
- 2 - Most students (70-90%) consistently responded to all instructional tasks each lesson.
- 1 - Most students respond to most instructional tasks, some more than others.
- NO - Not observed.

23. Safety

- 3 - Teaching / learning environment was safe at all times.
- 2 - Teaching / learning environment was safe almost all the time or a minor injury / accident occurred.
- 1 - Teaching / learning environment unsafe at times or an injury / accident occurred due to unsafe procedures.
- NO - Not observed.

24. Appreciation and understanding for culture and gender.

- 3 - Regularly and equally interacts with students from various cultures & both genders.
- 2 - Some understanding of individual differences related to the instructional environment.
- 1 - Lack of understanding and/or sensitivity to the needs of diverse learners.
- NO - Not observed.

25. Uses strategies to promote mutual respect, support, safety and cooperative participation.

- 3 - Creates a safe learning environment that encourages positive social interaction, active engagement in learning and self-motivation.
- 2 - Occasionally attends to social interaction and motivation of students.
- 1 - Lack of understanding and/or sensitivity to issues of mutual respect, support, safety and cooperation.
- NO - Not observed.

26. Adaptations and reflective ability during teaching

- 3 – Ability to adapt lessons while teaching to meet the needs of learners.
 2 – Sometimes adapts lessons while teaching to meet the needs of learners.
 1 – Inability to adapt lessons while teaching.
 NO – Not observed.

27. Reflection on lessons & teaching

- 3 – Regularly reflects on teaching and planning and makes positive changes to correct deficiencies.
 2 – Sometimes reflects on teaching and planning and/or sometimes makes positive changes.
 1 – Little or no reflection on lessons and planning and/or little changes seen in lessons.
 NO – Not observed.

ASSESSMENT (Of students by student teacher)28. One formal evaluation by student teacher of students in cognitive area in each unit.
(Please include a photocopied sample)

- 3 - At least one implemented and performed well.
 2 - At least one implemented but not appropriate or administered effectively.
 1 - None given.
 NO – Not observed.

29. One formal evaluation by student teacher of students in psychomotor area in each unit.
(Please include a photocopied sample)

- 3 - At least one implemented and performed well.
 2 - At least one implemented but not appropriate or administered effectively.
 1 - None given.
 NO – Not observed.

30. Assessments implemented by student teacher on a daily basis.

- 3 - Assessments implemented and performed well.
 2 - Some implemented but not all appropriate or performed adequately.
 1 - None given.
 NO – Not observed.

31. Formal feedback to students about assessments.

- 3 - Completed and communicated to students effectively and efficiently.
 2 - Completed and communicated inefficiently or ineffectively.
 1 - None completed.
 NO – Not observed.

MANAGEMENT

32. Go signals

- 3 - Consistent “GO” signals were used and student responses were immediate and appropriate almost every time.
 2 - Some consistent “GO” signals and/or sometimes students seeped into activity or began before instructions were completed.
 1 - No consistent “GO” signal used and/or often students seeped into activity or began before instructions were completed.
 NO – Not observed.

33. Stop signals

- ___3 - Consistent “Stop” signals and sStudent responses were immediate and appropriate almost every time.
- ___2 - Some consistent “Stop” signals and student responses were slow (more than one request needed at times).
- ___1 - No consistent “Stop” signal used and/or students rarely actually stop (talking and moving).
- ___NO – Not observed.

34. Equipment management (spread out around perimeter; not in box, basket, cage)

- ___3 - Equipment was well managed and did not impact level of quality or quantity of instructional time.
- ___2 - Equipment became a hindrance at times for instruction or was inadequately managed.
- ___1 - Equipment management negatively impacted the instructional quality or quantity at times.
- ___NO – Not observed.

35. % Management time in most lessons

- ___3 - Below 20%
- ___2 - 20-30%
- ___1 - Above 30%
- ___NO – Not observed.

36. % Activity time in most lessons

- ___3 - Above 60%
- ___2 - 40-59%
- ___1 - Below 40%
- ___NO – Not observed.

37. % Instructional time in most lessons

- ___3 - 20-30%
- ___2 - 10-20% or 30-40%
- ___1 - Below 10% or above 40%
- ___NO – Not observed.

38. % Waiting / Off-task time in most lessons

- ___3 - Below 5%
- ___2 - 5-10%
- ___1 - Above 10%
- ___NO – Not observed.

39. Behavior management

- ___3 - None needed or appropriate methods used with effective student responses.
- ___2 - Techniques inappropriate or student responses were inadequate for effective instruction.
- ___1 - Inappropriate techniques, need for discipline apparent, student responses were negative.
- ___NO – Not observed.

PROFESSIONALISM

40. Personal punctuality

- 3 - Attendance at all school and extracurricular activities in a timely manner.
- 2 - One "late" arrival to school or class or miss of an appropriate extracurricular activity.
- 1 - More than one "late" arrival to school or class and/or miss of an appropriate extracurricular activity.
- NO - Not observed.

41. Document punctuality

- 3 - All documents (lesson plans, internship assignments, student tests, etc.) prepared and turned in on time.
- 2 - One document turned in late (or in an untimely manner).
- 1 - One document absent or more than one turned in late (or in an untimely manner).
- NO - Not observed.

42. Implementation of mentor teacher feedback

- 3 - Aspects of constructive criticism provided by mentor teacher were appropriately accepted as well as addressed and/or implemented.
- 2 - Aspects of constructive criticism provided by mentor teacher were appropriately accepted but not all of them appropriately addressed and/or implemented.
- 1 - Aspects of constructive criticism were not appropriately accepted or little evidence of implementation.
- NO - Not observed.

43. Professional representation

- 3 - Teaching attire was very professional at all times.
- 2 - Teaching attire was very professional most of the time.
- 1 - More than one incident of questionable professional attire noted.
- NO - Not observed.

44. Enthusiasm

- 3 - High levels of enthusiasm for internship and teaching present at all times.
- 2 - High levels of enthusiasm for internship and teaching present most of the time.
- 1 - Lack of enthusiasm apparent and noticeable by mentor teacher and/or students at times.
- NO - Not observed.

45. Innovation / Creativity

- 3 - Innovative method not currently used by mentor teacher effectively implemented.
- 2 - Innovative method not currently used by mentor teacher attempted.
- 1 - No innovative techniques noted.
- NO - Not observed.

46. Speech, grammar, voice while teaching / interacting with students

- 3 - Clear and articulate with no use of slang.
- 2 - Mostly clear and articulate with some use of slang.
- 1 - Inappropriate for teaching; unclear and inarticulate with use of slang.
- NO - Not observed.

47. Interactions with faculty, staff, administration and parents

- 3 – Collaborates regularly with other faculty, staff, mentor, administration and parents to enhance the program.
- 2 – Collaborates with mentor teacher mostly and some with other key personnel.
- 1 – Seldom interacts with faculty, staff, administration and/or parents.
- NO – Not observed.

48. Attitude / Demeanor

- 3 – Positive, professional and good role model for physical education and for students.
- 2 – Somewhat positive and professional but needs concentrated effort to improve.
- 1 – Inappropriate professional attitude / demeanor for teaching children and for teaching physical education.
- NO – Not observed.

Comments:

Please do your best to answer the following questions concerning your student teacher's performance over the past week.

In the past week, what have been his/her strengths in teaching physical education?

What do you see as his/her weaknesses to this point? In other words, what are a couple of areas that need more focus during the next week?

What types of feedback have you given him/her with regard to teaching? Please be specific in terms of your formal and/or informal observations of their teaching.

Are there any other concerns that should be addressed or comments on any category?

**Mid-Term & Final Assessment Form
For Assessing the Student Teacher**

STUDENT TEACHING ASSESSMENT
PHYSICAL EDUCATION TEACHER EDUCATION
UNIVERSITY OF RHODE ISLAND
(To be used at the middle & end of the placement)

Student Teacher	School & Level
Evaluator's Name & Title	Term & Date

Please evaluate based on acceptable developmental performance at each point in time using a 1-4 scale.

- 1 Considerably below present expectations
- 2 Somewhat or slightly below present expectations
- 3 Meeting present expectations or somewhat exceeding
- 4 Greatly exceeds present expectations
- N Not applicable at this time

In PLANNING FOR INSTRUCTION, the student teacher:

- _____ 1. Selects or writes learning goals that are consistent with district and state directives appropriate for the physical and mental maturity of the pupils.
- _____ 2. Determines the current achievement level of the pupils with respect to the learning goals.
- _____ 3. Designs lessons that are relevant and meaningful to students; lessons based on students' needs and interests, not solely on instructor's abilities and interests.
- _____ 4. Establishes objectives for a unit of instruction that are useful in formulating daily lessons and in evaluating pupil's attainment of learning goals.
- _____ 5. Adapts unit and lesson plans for exceptional learners and for pupils from varying cultural, social, and linguistic backgrounds.
- _____ 6. Adapts unit and lesson plans based on cooperating teacher suggestions.
- _____ 7. Adapts unit and lesson plans based on results of previous lessons.
- _____ 8. Selects and organizes instructional materials (including visuals) and equipment needed to teach the unit of instruction.
- _____ 9. Designs instructional activities to achieve unit and lesson objectives.

- _____ 10. Estimates the time required for direct instruction, pupil practice and application, and evaluation of pupil learning.
- _____ 11. Demonstrates an accurate understanding of the subject matter in the statement of objectives, selection of instructional materials, and planning statements about teaching activities.
- _____ 12. Designs progressions to fit both developmental stages of learning as well as multiple learning styles.
- _____ 13. Designs an appropriate anticipatory set and closure for each lesson.
- _____ 14. Submits unit and lesson plans to cooperating teacher in a timely fashion for feedback and modifications.
- _____ 15. Uses a variety of sources (current texts, journal articles, web-based resources) to construct lessons with the most up-to-date information and material.

Comments:

**In ESTABLISHING A CLASSROOM CLIMATE CONDUCTIVE TO LEARNING,
the student teacher:**

- _____ 16. Communicates classroom rules and behavioral expectations that are appropriate to the level of development of pupil and consistent with laws governing student rights and responsibilities.
- _____ 17. Applies for all pupils principles of sex equity and racial justice; and applies to the extent possible the principles of least restrictive environment for the disabled when establishing classroom rules and procedures.
- _____ 18. Recognizes the effects of the physical, social, and emotional climate of the pupils' homes and community on pupil motivation and behavior.
- _____ 19. Encourages appropriate behavior and provides meaningful reinforcement when it occurs.
- _____ 20. Monitors pupils conduct and takes appropriate action when misbehavior occurs.

- _____ 21. Scans the entire teaching area and reinforces on-task behavior and/or moves to problem areas.
- _____ 22. Encourages student responsibility related to proper use and care of equipment.
- _____ 23. Interacts thoughtfully and courteously with students, colleagues, and parents and resolves conflicts in a professional manner.
- _____ 24. Encourages and provides opportunities for students to work respectfully with all others in class.
- _____ 25. Uses classroom time effectively to provide maximum time on learning tasks.
- _____ 26. Begins and ends class on time.
- _____ 27. Establishes clear class entrance and dismissal procedures.
- _____ 28. Arranges and sets up instructional materials and equipment in advance of class to facilitate use during lessons.
- _____ 29. Arranges classroom for safe activities and establishes safety procedures pertinent to lessons.
- _____ 30. Arranges class for effective use of space allowing for maximum teacher monitoring of student response.
- _____ 31. Checks students' attire for appropriateness and safety prior to class.
- _____ 32. Coordinates the use of teacher aids, parent volunteers, student assistants, and other support personnel to achieve instructional objectives, if these resources are available in the field setting.
- _____ 33. Maintains a 4 positive to 1 corrective/negative feedback ratio to students, an indicator of a positive environment.
- _____ 34. Uses students' first names.
- _____ 35. Models desired movement (i.e., hustle, fitness, enthusiasm, home position for equipment).
- _____ 36. Shows enthusiasm for content being taught.
- _____ 37. Uses consistent start and stop signals.

- _____38. Waits for 100% listening before beginning instructions or signaling the beginning of practice.
- _____39. Expects students to respond to a freeze signal within 5 seconds.
- _____40. Reinforces positive student behavior with specific statements that clearly convey teacher expectations.
- _____41. Gives short specific directions (30 seconds or less).
- _____42. Moves with purpose throughout the teaching and learning area.
- _____43. Instructs from the outside of the teaching area with no one behind the teacher.
- _____44. Instructs from all areas of the room – no front of a classroom.
- _____45. Uses efficient grouping techniques (signals with quick response).
- _____46. Organizes and handles equipment efficiently (quick distribution and collection, home positions on freeze).
- _____47. Keeps all students in view during practice episodes when working with groups or individuals.
- _____48. Eliminate repetitious words/phrases that detract.
- _____49. Uses correct grammar in oral and written presentations.
- _____50. Nonverbal communication is appropriate in any given context.

Comments:

In IMPLEMENTING INSTRUCTIONAL PLANS, the student teacher:

- _____51. Organizes pupils to engage in planned learning activities.
- _____52. Uses concise instructional cues to emphasize key points.
- _____53. Gives positive and corrective specific skill feedback that is contingent or related to key points or instructional cues.

- _____54. Directs specific, relevant questions to check for student understanding (not just “does everyone understand?”).
- _____55. Questions for understanding seek to challenge students’ thinking and problem solving skills.
- _____56. Varies the method of selecting students to respond to questions.
- _____57. Allows reasonable time for students to answer questions.
- _____58. Communicates learning outcomes and expectations to be achieved and focuses pupil interest on tasks to be accomplished (anticipatory set).
- _____59. Provides instruction using a variety of instructional techniques to achieve planned objectives.
- _____60. Provides demonstrations in a variety of ways (self, student, video, others) to impart the correct information to students.
- _____61. Monitors the effectiveness of learning activities and modifies the pace and content of instruction as needed to achieve unit and lesson objectives.
- _____62. Imparts accurate information to the students.
- _____63. Ends class or lesson segment with relevant questions to review and reinforce learning (closure).
- _____64. Varies tone and loudness of voice for emphasis and clarity.
- _____65. Uses techniques that promote critical thinking and problem solving and that encourage divergent as well as convergent thinking.
- _____66. Encourages student responsibility for their own learning through appropriate lesson planning and delivery.
- _____67. Uses various modes of technology to enhance instruction and student learning.

Comments:

In EVALUATION OF PUPIL ACHIEVEMENT, the student teacher:

- _____ 68. Assessments are aligned with both objectives and content.
- _____ 69. Selects and uses tests, observations, pupil interviews, and other formal and informal assessment procedures to determine the extent to which each pupil has achieved the objectives of the lesson and/or unit of instruction.
- _____ 70. Verbally and visually informs students of assessment methods, purpose & outcomes.
- _____ 71. Devises and uses rubrics for formative and summative assessment purposes.
- _____ 72. Assesses students in all three learning domains: cognitive, affective and psychomotor.
- _____ 73. Grades and records the pupils' progress, prepares anecdotal records, and reports achievement to pupils and parents.
- _____ 74. Summarizes the data on pupil achievement appropriately for pupils in relationship to instructional objectives.
- _____ 75. Uses data on pupil achievement to refine curriculum objectives and to plan further instruction.
- _____ 76. Documents teaching effectiveness through assembling and analyzing samples of pupils' work.

Comments:

In PROFESSIONAL AWARENESS, the student teacher:

- _____ 77. Always follows the procedures regarding teacher attendance and punctuality as established by the university and public school.
- _____ 78. Has adequate command of the content within physical education.
- _____ 79. Displays appropriate knowledge of pedagogy and growth and development of children and youth.
- _____ 80. If lacking in either content and/or pedagogical knowledge, demonstrated initiative to obtain information from professional sources (books, professional journals, websites, other professionals).

- _____ 81. Expresses a desire and demonstrates the willingness to implement new ideas and programs consistent with new teaching and curricular methods and consistent with NASPE standards.
- _____ 82. Interacts with *all* students in a fair, equitable, professional and adult manner, listening to students when appropriate, engaging with students frequently.
- _____ 83. Attends conferences and/or workshops and is professionally involved with state, district and/or national associations in physical education.
- _____ 84. Attends local school district meetings and/or events (i.e., faculty meetings, school board meetings, cultural events, athletic events).
- _____ 85. In group situations, demonstrates poise by interacting and/or co-mingling with others in a professional and responsible manner.
- _____ 86. Displays helpfulness and courtesy to other faculty, office personnel, school nurse, guidance counselors, custodial staff and cafeteria staff as evidenced by cordial greeting statements.
- _____ 87. Has a pleasant and positive outlook on life as evidenced by approaching every situation, even those most difficult and challenging as if the outcome will be successful.
- _____ 88. Maintains a level of physical and mental health exemplifying an effective and positive model for students of lifetime participation in physical activity.
- _____ 89. Demonstrates genuine enthusiasm for teaching physical education and fully accepts the responsibility that is implicit with the title of “teacher”.
- _____ 90. Demonstrates an understanding and an attentiveness to meeting and exceeding ethical standards of teaching.
- _____ 91. Maintains standards that require them to act in the best interests and needs of all students.

Comments:

Additional comments on overall student teaching experience to date.

Student Teacher

Mentor Teacher

University Supervisor

Date

Appendix H

Final Evaluation of Student Teaching

EVALUATION OF STUDENT TEACHING
EDC 486 / 487

The following rubric will be used to determine a letter grade for student teachers for each placement.

Scoring: Please rate the student teacher using the Likert-type scale below. You may give .5 point values when necessary for 0 through 3 (i.e. 3.5).

4 = Greatly exceeds present expectations	1 = Considerably below present expectations
3 = Meeting present expectations or somewhat exceeding	0 = Failed to meet criteria
2 = Somewhat below present expectations	

Grade Conversion: The conversion from points to letter grade is based on an average score for the 20 criteria below. Four (4) is the maximum score.

A = 3.84 - 4	A- = 3.6 - 3.83	B+ = 3.44 - 3.59	B = 3.36 - 3.43	B- = 3.2 - 3.35
C+ = 3.04 - 3.19	C = 2.96 - 3.03	C- = 2.8 - 2.95	D+ = 2.64 - 2.79	D = 2.56 - 2.63
D- = 2.4 - 2.55	F = 2.4 and below			

Student Teaching Criteria for Evaluation:

- _____ 1. Daily communication with university supervisor (5 days/week) that is reflective, thorough and insightful and includes daily goal setting for teaching.
- _____ 2. All work / assignments are submitted in a timely manner and are of professional quality.
- _____ 3. Portfolio is thorough, complete, organized and neatly presented.
- _____ 4. Actively participates, engages and contributes in all seminars. Is prepared, conscientious, articulate and respectful.
- _____ 5. Demonstrates a thorough understanding of physical education content and concepts including physical skills.
- _____ 6. Exhibits the knowledge and understanding of how children and youth learn and develops and provides in-school support for that learning and development.
- _____ 7. Teaches so all students participate to their fullest potential and adapts to the needs of all learners.
- _____ 8. Provides a safe and manageable learning environment that is both motivating and exciting whereby all students can engage socially, emotionally, physically and mentally.
- _____ 9. All lessons are prepared and turned into the cooperating teacher and university supervisor one week in advance.

- _____ 10. Lessons and units are thoroughly planned with all elements of instruction carefully prepared. Modifications to plans based on feedback are implemented.
- _____ 11. All unit plans are prepared and turned into the cooperating teacher, university supervisor and seminar instructor one week in advance.
- _____ 12. Lessons and units are developmentally appropriate with specific and contingent learning outcomes.
- _____ 13. Lesson objectives, lesson content and assessment methods are accurately aligned.
- _____ 14. Communication with students, parents, cooperating teacher and other school staff is professional and appropriately demonstrates sensitivity to a variety of differences.
- _____ 15. Demonstrates the ability to use a variety of informal and formal assessment measures and involve students in self- and peer-assessment.
- _____ 16. Shows ability to take constructive feedback on teaching, planning and professionalism and implements positive change based on feedback.
- _____ 17. Reflects on and considers their impact on children and youth and demonstrates clear intent to positively impact the physical education profession. Models appropriate professional behavior at all times and is a quality advocate for the profession.
- _____ 18. Is dressed professionally and appropriately for teaching physical education at all times.
- _____ 19. Demonstrates the professional value that all kids can learn and all kids are entitled to quality physical education experiences.
- _____ 20. Demonstrates the attitudes, values and beliefs consistent with teaching quality physical education and are guided by codes of ethical conduct.

_____ **Total / 20 = _____ points = _____ letter grade**

Placement Level & School _____

Student Teacher	Date
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University Supervisor	Date
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Director of Student Teaching	Date
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