WCU
WEST CHESTER
UNIVERSITY

COLLEGE OF HEALTH SCIENCES
DEPARTMENT OF KINESIOLOGY

Student Teaching Manual
Spring 2016

128 Years of Physical Education and Health at West Chester University
1889 – 2016

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Section I
GENERAL INFORMATION
for ST, CT & US

Welcome to Student Teaching

Welcome to the most important experience of your college career and your aspiring professional life. You are about to begin the most intensive portion of the teacher certification program as it is the application of all which you have learned and struggled towards in the preceding semesters. You will be challenged by students, cooperating teachers, and your university supervisor with the intent of helping you grow into a highly competent teacher. Seize these opportunities, apply yourself thoroughly, expand your professional practice, and set yourself apart.

Good Luck!

The Faculty of the Health & Physical Education
Teacher Certification Program

WCU CONTACT INFORMATION

Coordinator of Field Experiences: Dr. Jim Price

610-436-3090	jprice@wcupa.edu

Note: ALWAYS check with the cooperating teacher and university supervisor regarding proper procedure and whether they wish to have students telephone them at home and up until what time at night.

University Supervisors

Name	Phone Number(s)	Email
Dr. Fran Cleland	610-436-2145 (o)	fcleland@wcupa.edu
Dr. Matthew Cummiskey	610-430-4199 (o)	mcummiskey@wcupa.edu

HPE Teacher Certification Secretary – Ms. Wendy Showers: 610-436-2124

SEMINAR SCHEDULE

ALL SEMINARS ARE REQUIRED. **Prior** to missing a seminar, you must contact your university supervisor. **Failure to provide notice will reduce your final grade percentage by 5%.** Documentation is required for any missed seminar and your university supervisor will determine if it constitutes an excused absence.

One Day Orientation, Tuesday, Jan. 19 **9:00 am-2:00 pm, Sturzebecker Conference Room 301B**

9:00 – 9:30	Student Teachers meet with Supervisors
9:30 – 11:30	Orientation to Student Teacher Manual
11:30 –12:30	Lunch on own
12:30 – 1:30	Complete Student Teacher Manual
1:30 – 2:00	Student Teachers meet with Supervisors

All seminars are held in Sturzebecker, Room 332, 6:00 – 7:30 p.m.

Seminar Dates

First Half

Mon., Feb. 1	CSPAP Assignment/Activity Breaks – Guest Presenter, Joe Gallo
Mon., Feb. 15	Impact on Student Learning Assignment
Mon., Feb. 29	Technology for P.E. & Health - 2015 National Elementary Physical Education Teacher of the Year, Betty Ann Fish
Mon., March 21	PA Teacher Certification – Presenter, Gail Habbersett

Second Half

Mon., March 28	North Campus/ Interview Preparation Resumes
Mon., April 11	Mock Interviews
Mon., April 25	Final Seminar & Completion of Documents

Placement Dates

Jan. 19	Tuesday, first day of student teaching
March 9	Friday, last day of first half placement
March 10	Monday, first day of second half placement
May 4	Wednesday, last day of student teaching

Interview Seminar – **Monday, April 18**– Interview attire required (dress jacket, tie, shoes, dress etc.) or you will be sent home.

REQUIRED DOCUMENTS TO BE SUBMITTED

Listing of required documents **per placement**:
_____1 personal information sheet
_____3-4+ CT observation of teaching rubrics
_____3-4+ US observation of teaching rubrics
_____8 weekly schedules (one for every week)
_____7 weekly conference forms (one for every week except the last week)
_____1 final evaluation from CT
_____1 signature page
_____2 TIPRs (1 from ST, 1 from CT)

Listing of documents **per semester**
_____1 health lesson posted on Live Text

All documents are required in order for the final grade to be posted. Failure to submit any assignment results in a "no grade" NG

Section II
STUDENT TEACHER

HPE Expectations for Student Teachers - Highlights

Teaching Physical Education

- Prepares area prior to teaching the lesson
- Demonstrates confidence in presenting the lesson
- Engages all students in activities, all students are active
- Is aware of the student participation and encourages those who are hesitating to participate
- Controls class through the use of whistle, hand motions, voice.
- Teaches a skill in the most basic form and can adjust the cues to accommodate students' needs.
- Controls the class dismissal, students leave the class in a controlled and orderly manner
- Demonstrates ability to adjust to changes in the lesson and location of the class if needed
- Uses technology when applicable
- Participates in extra- curricular activities when possible

Teaching Health

- Dresses appropriately for the classroom
- Prepares a standard based lesson plan shown to cooperating teacher two days prior to teaching
- Manages classroom behavior as students arrive
- Demonstrates confidence in teaching the lesson
- Prepares all materials for the class, handouts, etc.
- Teaches with a variety of strategies to accommodate different learning styles
- Controls classroom behavior engaging students in discussion and responses
- Creates lead questions to encourage student responses
- Responds to student needs when observed
- Allows for a student response before giving the answer
- Prepares an assessment that reflects the objective of the lesson
- Moves physically through the classroom, understands need for close proximity to students
- Demonstrates flexibility to changes in the lesson or location of the class.
- Dismisses the class in an appropriate manner

Professionalism

- Develops a rapport with students
- Follows the established attire and grooming standards
- Exhibits a belief that all students can learn and does not give up on any student
- Self-assesses to achieve positive results from the teaching experience
- Seeks out constructive criticism and implements change as possible
- Collaborates well and builds relationships with others
- Demonstrates integrity, confidentiality, and maturity

Student Teacher Responsibilities

Key:

- S = student
- Ss = students
- T = teacher
- ST = student teacher
- CT = cooperating teacher
- US = university supervisor
- LP = lesson plan

Student Teacher Responsibilities

- Teaching Responsibilities
  - The first obligation of a ST is to fulfill as effectively as possible every role of the teacher. The ST is urged to participate as fully as possible in the activities of the host school. Student teaching is the culminating activity of the teacher education program. It is a full-time responsibility and the student teacher's actions reflect, not only upon him or herself, but also upon the pupils, the cooperating teacher, the cooperating school, and West Chester University. Therefore, the student teaching experience must take precedence over all other commitments.
  - Seek opportunities to be involved and show enthusiasm.
  - Reduce or eliminate outside employment or other commitments as these may conflict with your responsibilities and/or lessen the quality of your work. **Allowances are not made for outside commitments. Consider applying for student loans if you "cannot do it all."**
- Planning
  - STs must provide their cooperating teacher a lesson plan at least two days (48 hours) before its implementation. Failure to do will prevent you from teaching. As the placement progresses, STs will progressively plan more lessons without use of the cooperating teacher's lessons. This progression outlined in the transition plan (CT section) will help STs plan independently, a skill vital especially during the first year of teaching.
- Attendance
  - The ST is responsible for the full teaching day. ***Each ST reports to the school when the CT is required to report and is free to leave at a time agreed upon by the CT, the school, and the US.*** In addition, each ST is required to attend all student teaching seminars.
  - Because of the value of the professional experiences, STs are encouraged to attend parent-teacher conferences, workshops, faculty meetings, and other professional activities when permitted. However, because of transportation expediencies and activities scheduled at the University, no ST is obligated to remain beyond the regular school day as previously defined.
  - ***STs follow the school district calendar and not the university calendar.***

Absences

- STs are not permitted any cuts. Absences will be handled on an individual basis. **Each unexcused absence will result in a 5% deduction from your final grade percentage (e.g., 83% = 78%)**. The purpose of this policy is to promote dependability, maximize your opportunity to grow as a professional, and ensure consistency for K-12 students. Attendance at conferences and interviews must be cleared in advance with the CT and US.
- In the case of an absence, STs must notify their CT and the US of the impending absence as soon as it becomes apparent that an absence will be necessary. The ST must send the US an email or text (based on US's preference) immediately. **Although absent, the ST must provide the CT with all the necessary materials (lesson plans, handouts, PowerPoint, etc.) to teach.**

- Punctuality
  - STs are expected to observe the same rules regarding punctuality which apply to CTs. It is the responsibility of the ST to report lateness to the US. **Each late arrival to school will result in a 2% deduction from your final grade percentage**. Leave extra time for travel and get in the habit of arriving early.
- Transportation
  - STs are responsible for arranging their own transportation to and from their assigned school. STs may not transport school pupils in any vehicle. This prohibition includes field trips and other activities which the ST may only attend if accompanied by the CT.
- Grading
  - The final grade for student teaching is ultimately the responsibility of the US after consultation with the CT and the points accumulated.
  - To be eligible for a Pennsylvania Teaching Certificate, the ST must receive an academic grade of C or better for both placements.
- Documentation
  - Maintain confidentiality of all student records and information.
  - When printing assignments to hand in, also print and include the grading rubric.
- Disciplinary Action
  - CTs and principals who believe a ST has behaved in an inappropriate manner should contact the US immediately. The US will assist the CT and principal in addressing the matter and will coordinate any disciplinary action which is taken against the ST either by university or school district officials.
- State Laws Concerning Liability
  - Teachers and STs have been held legally liable by the Pennsylvania courts for the behavior of pupils under their direction. That is, if a pupil is injured because of the negligence of either a teacher or ST, that person can be held legally responsible for expenses involved. For this reason, it is essential for the ST to be protected by liability insurance. Insurance is available through membership in the Student PSEA/NEA or through an insurance company.
  - If a student teacher incurs an injury while performing the duties of a student teacher candidate, West Chester University will not accept responsibility for the medical care required to treat the injury. The student's school district may or may not accept responsibility.
- Extra-Curricular Activities
  - Extra-curricular programs offer an excellent opportunity for a ST to gain needed professional experience in planning and directing an educational program. STs are encouraged to assist with coaching, club and other extracurricular programs as long as the activities do not interfere with the ST's teaching responsibilities. The ST should discuss any question of remuneration with the US. STs should not be assigned either to lunch, hall or bus duty, to study halls or to the supervision of a field trip to which the CT is also not assigned.

- Student Teacher Illness or Injury
- STs are encouraged to be protected by a health insurance program in case of an injury suffered while completing a student teaching experience. Student insurance plans are available through the University's Health Center.
- Open Credentials
  - Public Law 93-380, also known as the "Students' Right to Know Law" and "Senator James Buckley's Amendment" gives students in post-high school institutions "the right to inspect and review any and all official records, files and data directly related to them."
  - To comply with the federal law, each US will show and discuss with each ST the ST's completed PDE 430 evaluation instrument or observation forms and grade at the end of the first and second student teaching assignment.
- Professional Conduct
  - Conduct yourself in a professional manner including appropriate grooming and dress. Please bear in mind that teaching is a more conservative profession.
  - Remember that you are a guest in a school district and show deference to the teacher, the school, and the district.
  - Do not use your cell phone in class under any circumstances unless as part of the interaction analysis assignment. Wear a watch instead of relying on your cell phone for the time.
  - Evaluate such items as Facebook accounts, voice mail greetings, and email user names.
  - Dress professionally in all settings. You are encouraged to wear official WCU Kinesiology clothing.
    - Acceptable clothing in PE: workout pants (wind pants), workout jacket, professional fleece, pressed cotton shorts, collared shirt.
    - Unacceptable clothing in PE: cargo pants or shorts, tight exercise pants (yoga or stretch pants), sweatshirts, plain cotton T-shirts, mesh shorts, hats, and dirty or wrinkled clothing. **If in doubt, DON'T wear it**.
  - When meeting with students individually, do so in a public place or with colleagues present. If meeting a student in the office, leave the door open.
- Professional Ethics
  - Since you are embarking upon a career in the service of children, it is imperative you exhibit exemplary professional ethics. Any violation of the Pennsylvania Code of Professional Practice and Conduct for Educators will not be tolerated. Violations may include but are not limited to falsification of materials and dishonesty
  - Meet with students in public places and avoid being alone with a student.
  - Academic dishonesty is prohibited and violations may result in disciplinary action up to and including expulsion from the University. http://www.wcupa.edu/_services/stu.lif/ramseyeview/policies/acdishonesty.asp
  - Any instance of violations will be directed to the Coordinators of Student teaching and the Kinesiology Department Chairman.

WEEKLY TEACHING SCHEDULE

Weekly teaching schedules <u>for the following week</u> are due Friday by 8:00 p.m. via email to the US

Directions:

- Enter date in month/day format (12/1)
- Enter the time for each period (9:15-10:00).
- Enter whether you are teaching health education (HE) or physical education (PE)
- Enter grade being taught.
- Enter location of class (North gym, Room 251)
- Indicate your role: A= assisting, T = solo teaching
- Indicate all "prep" and "lunch" periods.

Name: **School:** **CT:**

Date:					
Time	***MONDAY***	***TUESDAY***	***WEDNESDAY***	***THURSDAY***	***FRIDAY***
Period 1 Time:	HPE: Grade: Loc: Role:	HPE: Grade: Loc: Role:	HPE: Grade: Loc: Role:	HPE: Grade: Loc: Role:	HPE: Grade: Loc: Role:
Period 2 Time:	HPE: Grade: Loc: Role:	HPE: Grade: Loc: Role:	HPE: Grade: Loc: Role:	HPE: Grade: Loc: Role:	HPE: Grade: Loc: Role:
Period 3 Time:	HPE: Grade: Loc: Role:	HPE: Grade: Loc: Role:	HPE: Grade: Loc: Role:	HPE: Grade: Loc: Role:	HPE: Grade: Loc: Role:
Period 4 Time:	HPE: Grade: Loc: Role:	HPE: Grade: Loc: Role:	HPE: Grade: Loc: Role:	HPE: Grade: Loc: Role:	HPE: Grade: Loc: Role:
Period 5 Time:	HPE: Grade: Loc: Role:	HPE: Grade: Loc: Role:	HPE: Grade: Loc: Role:	HPE: Grade: Loc: Role:	HPE: Grade: Loc: Role:
Period 6 Time:	HPE: Grade: Loc: Role:	HPE: Grade: Loc: Role:	HPE: Grade: Loc: Role:	HPE: Grade: Loc: Role:	HPE: Grade: Loc: Role:
Period 7 Time:	HPE: Grade: Loc: Role:	HPE: Grade: Loc: Role:	HPE: Grade: Loc: Role:	HPE: Grade: Loc: Role:	HPE: Grade: Loc: Role:
Period 8 Time:	HPE: Grade: Loc: Role:	HPE: Grade: Loc: Role:	HPE: Grade: Loc: Role:	HPE: Grade: Loc: Role:	HPE: Grade: Loc: Role:
Period 9 Time:	HPE: Grade: Loc: Role:	HPE: Grade: Loc: Role:	HPE: Grade: Loc: Role:	HPE: Grade: Loc: Role:	HPE: Grade: Loc: Role:

PERSONAL & SCHOOL INFORMATION SHEET

Directions: Type your responses. Email or provide a hard copy to your CT and US (depending on their preference) during the first week of your placement. Leave blank if not applicable.

ST Name:_____ Semester: _____

Date: Name: Address: WCU Email Address: Phones: ▪ Cell: ▪ Home: ▪ Other:	Emergency Contact Name: Address: Relationship: Phones: ▪ Cell: ▪ Home: ▪ Other

Outside Job/Employment (i.e. coach, carpenter, etc. –write "none" if not employed)

Job Title: Number of Hours per Week: Employer:	

1st Placement Information

Name of School: School Address: School Phone: Principal's Name: School Closing Phone Number:	Cooperating Teacher Information Name: Work Phone: Home Phone: Email:

2nd Placement Information

Name of School: School Address: School Phone: Principal's Name: School Closing Phone Number:	Cooperating Teacher Information Name: Work Phone: Home Phone: Email:

SUMMARY OF REQUIRED ASSIGNMENTS

Physical Education Unit

Plan one elementary **AND** one secondary physical education unit. **You are expected to teach both units**.

Health Education Unit

Plan one health education unit – you may do this at either elementary or secondary level depending on your placements. **You are expected to teach the unit.**

Comprehensive School Physical Activity Program – Let's Move Active Schools

Develop a program before, during or after the school day where participants are actively engaged in activity/ brain breaks with the collaboration of a classroom teacher and the approval of an administrator.

Impact on Student Learning- ISL Assessment

Aligned with your unit lesson plan objectives design a diagnostic, formative (2) and one summative assessment for your elementary and secondary placement. These assessment should be psychomotor. Complete two assessments in health education (one cognitive, one affective)

Interaction Analysis (done twice)

Complete **one in health and one in physical education** before the end of the 3rd week in each placement. The interaction analysis measures the frequency and type of interactions you have during class with students by analyzing an audio recording of a class.

Technology Assignment – one in Health and one in PE

Technology should be integrated into instruction not just for technology's sake but as a means to improving student learning and promoting health, lifetime physical activity and fitness

Portfolio

Place ALL lesson plans and supporting materials (includes PowerPoints, handouts etc.) created in the placement whether they were developed independently by the ST or using materials from the CT into one 3-ring binder. ***The portfolio should be updated daily and available for the US to review during any observation. If the US conducts an unscheduled observation, the lesson plan portfolio is still expected to be up-to-date.*** **If not, 10 points may be deducted at the discretion of the US.**

Seminar Attendance/Documentation

Attending all seminars and providing all weekly schedules, all weekly conference forms, graded observations from the CT, TIPR from each placement, personal information sheet, the final evaluation, and the e-best project. **All are required**.

Due Dates:

1. **All assignments are due by the end of each placement** *unless* **indicated below**.
   Late assignments may have points deducted or not accepted.
   a. Personal and School Information Sheet – due ASAP during the first week of each placement
   b. Weekly Schedules via email – **By Saturday at Noo** pm for the upcoming week
   c. CT Weekly Conference Forms via email – **By Saturday at Noon** pm for the week that passed
   d. Graded CT Observations – at discretion of the university supervisor

ELEMENTARY PLACEMENT–PHYSICAL EDUCATION ONLY (KIN 489)

(circle one)

ST Name:_____ Placement:_____

Grading Sheet

Required Assignments – 30%

PE Unit Plan	224 Points	_____
Impact on Student Learning – PE Psychomotor	44 Points	_____
Let's Move Active Schools Assignment	44 Points	_____
Technology Assignment	40 Points	_____
PE Interaction Analysis	40 Points	_____
Lesson Plan Portfolio	40 Points	_____
Total Points		_____/432 = _____%
Section %		_____ x .30 = _____

Cooperating Teacher – 30%

Observations of Teaching (one joint observation with CT & US)		
Observation #1 (Weeks 4-7)	100 Points	_____
Observation #2 (Weeks 4-7)	100 Points	_____
Observation #3 (Weeks 4-7)	100 Points	_____
Final Evaluation	192 Points	_____
Total Points		_____/492 = _____%
Section %		_____ x . 30 = _____

University Supervisor – 40%

Observations of Teaching (one joint observation with CT & US)		
Observation #1 PE (lesson plan analyzed)	100 Points	_____
Observation #2 PE	100 Points	_____
Observation #3 PE	100 Points	_____
Final Evaluation	192 Points	_____
Total Points		_____/492 = _____%
Section %		_____ x .40 = _____

Final Grade (sum section totals): Total Points/100 points = _____%

Grading Scale

A 93-100%	B+ 87-89%	C+ 77-79%	D+ 67-69%	F <60%
A- 90-92%	B 83-86%	C 73-76%	D 63-66%	
	B- 80-82%	C- 70-72%	D- 60-62%	

SECONDARY PLACEMENT–HEALTH & PHYSICAL EDUCATION (KIN 490)

(circle one)

ST Name:_____ Placement:_____

Grading Sheet

Required Assignments – 30%

PE Unit Plan	224	Points _____
Health Education Unit Plan	160	Points _____
Impact on Student Learning – PE	44	Points _____
Impact on Student Learning – Health	40	Points _____
Impact on Student Learning – Health	40	Points _____
Technology Assignment	40	Points _____
Health Interaction Analysis	40	Points _____
Lesson Plan Portfolio	40	Points _____
Total Points		_____/628 = _____%
Section %		_____ x .30 = _____

Cooperating Teacher – 30%

Observations of Teaching (one joint observation w/ CT & US)		
Observation #1 PE (Weeks 4-7)	100	Points _____
Observation #1 PE (Weeks 4-7)	100	Points _____
Observation #1 Health (Weeks 4-7)	100	Points _____
Observation #2 Health (Weeks 4-7)	100	Points _____
Final Evaluation	192	Points _____
Total Points		_____/592 = _____%
Section %		_____ x . 30 = _____

University Supervisor – 40%

Observations of Teaching (one joint observation with CT & US)		
Observation #1 PE	100	Points _____
Observation #2 PE	100	Points _____
Observation #1 Health	100	Points _____
Observation #2 Health	100	Points _____
Final Evaluation	192	Points _____
Total Points		_____/592 = _____%
Section %		_____ x . 40 = _____

Final Grade (sum section totals): Total Points/100 points = _____%

Grading Scale

A 93-100%	B+ 87-89%	C+ 77-79%	D+ 67-69%	F <60%
A- 90-92%	B 83-86%	C 73-76%	D 63-66%	
	B- 80-82%	C- 70-72%	D- 60-62%	

WHAT IS QUALITY PHYSICAL EDUCATION?

Sources:

1. Quality Physical Education – How Does Your Program Rate, NASPE
http://www.shapeamerica.org/standards/guidelines/loader.cfm?csModule=security/getfile&pageid=12703
2. Physical Education is Critical to Educating the Whole Child
http://www.shapeamerica.org/advocacy/positionstatements/pe/loader.cfm?csModule=security/getfile&pageid=4650
3. Physical Education Curriculum Analysis Tool (PECAT), CDC 2006
4. Appropriate Practices for Elementary, Middle, and High School PE, NASPE 2009
http://www.shapeamerica.org/standards/guidelines/apppracticedoc.cfm
5. NASPE Opportunity to Learn Standards (MS, HS), 2004
http://www.shapeamerica.org/standards/guidelines/opportunity.cfm

***Purpose** – The "purpose of any physical education program is to help children develop the skills, knowledge and desire to enjoy a lifetime of physical activity" (3).*

Effective Instruction

- Maximizes activity time, NASPE minimum goal is 50%. Also maximize opportunities to respond (OTRs) where students can learn and improve (e.g. bump a ball in volleyball). Minimizes transition, wait, management (attendance, locker room time), and off-task time. Promotes moderate to vigorous physical activity. Minimizes the "fishbowl effect" where one or a few students are being watched by others
- Uses small sided games whenever possible, preferably four or small per team (3 v 3 etc.)
- PE is a fun place to be that creates enjoyable associations with physical activity thus promoting lifetime activity. Students want to come to class and are engaged by the program. Uses tactical games approach.
- Developmental appropriateness - PE reflects children's natural physical, mental and social development.
- Uses engaging game forms for each lesson of unit instead of drills for several lessons followed by whole game
- Standards based lesson content: teacher describes the purpose of the lesson and when appropriate engages students in discussing the relevance of lesson content.
- Refrains from activities that have little or no lifetime application and avoid inappropriate activities such as dodgeball, matball, long relay lines, large group games (10 v.10 soccer) and others.
- Teacher uses a variety of teaching styles including command, practice (includes stations), reciprocal, self-check, self-selection, guided discovery (convergent), divergent production (problem solving), and individual
- Rate of feedback at least three per minute emphasizing specific and/or corrective feedback
- Ongoing opportunities for students to conduct self-assessments and practice self-monitoring of activity
- Students understand why physical activity and physical education are important
- Teacher is energetic, engaged and motivating to students; conveys enthusiasm and interest

Planning and Curriculum

- Aligned curriculum that is not repetitive year after year; challenging activities building on previous instruction. Students do not participate in the same activities at the same levels year after year
- Teaches more than basic, discrete skills – includes combinations of skills and tactics/strategy
- Teaches a variety of activities that incorporate student choice (electives) whenever possible, incorporates new activities (e.g. kickboxing, yoga etc.)
- Content Emphasis:
    - Elementary: based on movement framework concepts grades K-2 (body: locomotor, stability and manipulative skill themes; space: levels, pathways, directions, range of movement; effort: dynamics and qualities of movement and relationships: on/off, alongside, in front/behind etc.) through educational games, dance and gymnastics – fitness is infused throughout. Grades 3-5 focus increasingly on sport skills and skill themes (dribbling, throwing, passing etc.), fitness and gymnastics, not full sports
    - Middle School: traditional team sports, project adventure, fitness education
    - High School: lifetime activities and fitness, preferably elective model
- Revisits skills periodically throughout the year, don't wait a whole year (i.e. soccer every fall)
- If combining classes, the focus is still on learning and both teachers are vigorously involved to that end
- Standards are incorporated throughout: curriculum, units, lessons, and assessments
- PE class sizes are consistent with other subjects; number of classes doesn't exceed number of teaching stations
- Warm-ups prepare the whole body for activity, static stretching if used comes at the end.
- Uses extension to vary the task; modifies rules, equipment, time etc. depending on student needs

Skilled Educators/Professional Development

- Skillful and knowledgeable regarding activities being taught; able to effectively perform demonstrations
- Continually updates skills and knowledge to reflect new activities (e.g. pilates, in-line skating, etc.)
- Positive personal qualities that promote rapport, motivation, & enjoyment of physical activity
- Positive role model who practices what is preached; approachable with an open-door policy
- Coaching responsibilities are a distant second to PE and do not overshadow or reduce time spent on PE
- Periodic and regular meetings of teachers to improve the program
- In school professional development opportunities for PE teachers, not just classroom teachers as well as outside opportunities that may include conferences, online webinars, and membership in a professional association.
- Solicit input from students on how to improve the physical education program

Student Assessment

- Diagnostic, formative and summative ongoing assessments utilized in every unit to measure learning (achievement of standards and objectives) and motivate students towards mastery of the material
- Variety of assessments focusing on each of the standards including out of school physical activity:
    - Examples include rubrics, authentic assessments, checklists, self-peer assessments, portfolios, journals, fitness tests, level of involvement scales (affective), written tests, PE report cards, etc…
- Fitnessgram is administered and the data are used to develop a personal fitness program and improvement goals
- Assessment aligned with instruction and curriculum and used to improve teacher instruction
- Showing up and changing are not factored into student grades as is the case with other subjects
- Emphasizes authentic assessments and other assessments that do not reduce learning time

Supporting Diversity, Students with Disabilities, and Classroom Environment

- Effective behavior management that promotes a positive environment (Hellison's model, character traits, etc.), uses behavioral and humanistic strategies; students are safe physically and emotionally
- Teachers have high expectations for the learning of ALL students
- Equality of experience for all regardless of gender, ability, disability, race/ethnicity, religion, and appearance.
- Maximal appropriate inclusion for students with disabilities in regular PE; do not exclude or substitute unrelated activities like keeping score; interventions provided for overweight/obese and other students in need
- Appropriate use of competition/cooperation and "teachable moments;" class is free from bullying, taunting
- Differentiating instruction for high, medium, and low performers

Facilities and Materials

- The equipment should be selected on the basis of the program, not vice versa.
- Equipment should be developmentally appropriate for age, body size, and skill level.
- Visually pleasing gym which includes posters, displays, and wall art designed to promote physical activity

Technology

- Frequent use of technology, particularly music and fitness related.
    - Examples include heart rate monitors, computers, creation of teacher or PE department websites, body fat analyzers, digital videos of skills or student performances, digital pictures that are analyzed or posted, webquests, computer programs, DDR, smartboards, and projectors

Community Connections & Extensions

- Links the activities done in physical education to the community so students know where they can be active after school and as adults (park and recreation department, etc.)
- Incorporates bi-directional cross-curricular connections with other subjects
- Out of school assignments or experiences to support learning (field days, walking school bus, etc.)
- Before or after-school activities such as intramurals, fitness club, open gym, etc.
- Teachers advocate for physical education through quality programming, newsletters, parent nights, report cards, websites, presentations, school-wide wellness initiatives, & other methods; involve the community
- Incorporates physical education as part of a comprehensive school wellness program (PE, health, health services, guidance, nutrition, staff health promotion, counseling).

PHYSICAL EDUCATION UNIT PLAN

Task 1 – Items 1 through 7 must be emailed to your Cooperating Teacher & University Supervisor Prior to Implementation

TASK 1 – Unit Plan Framework

Provide the following information. Tables should not overlap pages.

1. General Information
   a. Unit Title
   b. Your Name
   c. Grade(s)
   d. Date
2. Table of Contents
   a. List the major sections of your unit plan and the page number where that section commences. Lesson plans should each have their own line. The unit plan must include page numbers in the header.
3. List in bullet form the facilities needed during the unit
4. List in bullet form the equipment needed during the unit
5. Rationale: Briefly explain in paragraph format why this unit is necessary and why it is appropriate in light of students' prior knowledge and level of development (one paragraph)
6. Block Plan (Table format)
   a. Block plans are meant to provide a basic graphical overview of the unit for quick and easy reference. To complete the block plan, insert a table containing the lesson number, the major skill(s) or concept(s) being taught that lesson, a listing of the activities used to teach the essential content, and any assessments that will be administered. If there are no assessments planned for that lesson, type "n/a." For example:

Lesson #	PDE/National Standard(s) being Addressed	Essential Content	Assessment	Lesson Activities/Vehicle
1	**10.5.3.A** Recognize & use basic movement skills & concepts.	Manipulative skills are basic movement skills.	*Examples*: Peer Checklist Teacher Checklist	Stations: Overhand Throw
2		Etc…		

7. Community Connections – To foster lifetime physical activity and health, it is important to connect K-12 students with resources and/or places in the community so they can be physically activity. To this end, list three community resources and their web address relating to physical activity and/or health aligned with your unit of instruction. For example, if you are teaching about biking at a West Chester school, a community connection would be the West Chester Cycling Club (http://www.westchestercycling.com/?id=1).

Task 2- Lesson Plans

Construct a minimum of six lesson plans. Do not use pre-existing lesson plans from the internet, your cooperating teacher or previous classes. You may incorporate games, drills and various ideas from any source however you must compile them into your own lesson. The intent is for you to build a lesson from the ground up using various sources instead of having it handed to you. Begin planning the unit early in your placement. If you encounter difficulties or have questions, consult your cooperating teacher and university supervisor. Follow the WCU lesson plan template and write with sufficient detail that another individual could teach the lesson without you. Include related materials such as Power Points, worksheets, etc. – anything that you will use in the course of teaching the lesson. **Two lesson plans** will be randomly evaluated by your university supervisor.

Task 3 - Overall Reflection on the Effectiveness of the Unit

Respond to each of the following questions, use specific examples.

1. What serendipitous or unexpected discoveries did you make by teaching this unit? Explain.
2. If you could teach this unit again, what changes would you make and why?

Department of Kinesiology - Physical Education Lesson Plan Template (v. 2013-08)

Name:
Lesson Topic:
Grade Level:

Class Length:
Class Size:
Note: pull-downs menus also available at http://thenewPE.com/st

PDE Standard(s) (1.2 WCU Unit) (Help):

SHAPE America National Standards/Grade Level Outcome:
http://www.shapeamerica.org/standards/pe/upload/Grade-Level-Outcomes-for-K-12-Physical-Education-rev1.pdf

Essential Content (Help):

Objective(s) (1.1 WCU Unit) (Help):

Safety (Help):

Equipment & Technology Needed (1.8, 1.9 WCU Unit) (Help):

Critical Elements (Help):

Prerequisite Skills/Knowledge:

Assessment (1.7 WCU Unit) (Help):

(Floating Tasks (Help) → Warm-Up (Help):, Setup (Help):, and Transition Task (Help):)

Lesson Introduction (1.3 WCU Unit) (Help):

Content Development (1.4 WCU Unit Procedures), Part 1	Time Allotted:

Informing Task (Help):

Introductory Task (Help):

Extending Task (Help):

Differentiation (1.5 WCU Unit):

- Challenge Task (Help):
- Simplifying Task (Help):
- Modification Task (Help):
  - Identify the disability -
  - Description of the modification -

Content Development, Part 2 (Optional) (Help)	Time Allotted:

Content Development, Part 3 (Optional)(Create additional parts as necessary)	Time Allotted:

Lesson Closure (1.6 WCU Unit) (Help):
Reflection (2.1, 2.2 WCU Unit Reflection on Planning and Instruction) (Help):

- Reflection on Planning
- Reflection on Teaching

Physical Education Unit Plan Rubric

ST Name:_____ Placement:_____

***Point values are in brackets

1. Unit Plan Framework				
	PROFICIENT (4)	**DEVELOPING (3)**	**BASIC (2)**	**BELOW BASIC (0)**
1.G. Info/ Table Contents [1]	All information is included and properly formatted			Some information is missing, not clear, or improperly formatted
2. Facilities & Equipment [1]	Accurate inventory of facilities and equipment needed including quantity	A minor item omitted or a quantity slightly inaccurate	A whole category of equipment not included	Major inaccuracies including not listing a facility or multiple types of equipment needed
3. Rationale [1]	Excellent discussion of rationale for selecting the unit, focused and clear	Presents information clearly but the rationale and linkage to students could be more detailed	Does not fully account for Ss' previous experiences or why unit was chosen	No valid reasons presented, little thought as to why this content is being taught
4. Block Plan [1]	Appropriate standards selected to develop unit plan. Essential content based on standard is accurately stated. Lesson sequence is logical & developmentally appropriate.	Most of standards are appropriate for unit; 1-2 errors in essential content. 1-2 lessons are not in logical order and/or developmentally appropriate.	Several standards are not relevant to the unit. Essential content statement have several errors. Lessons are not logically sequenced.	Content should not be taught at that particular grade or level, student developmental levels not considered. Information missing, wrong format
5.Community Resources [1]	Includes three community resources and related websites			Does not include all three community resources and related websites
				Subtotal for Unit Plan Framework_____/20 points
2. Lesson Plans				
6. Essential Content (EC) **[1]**	EC statement is correctly worded and strongly connected to the standard and provides focus for the lesson	EC statement is correctly worded and connects to the standard, somewhat generic	EC is not accurately written, moderately connects to standard, misaligned with lesson, more EC needed	Essential content is not aligned with the standard, is unrelated to the lesson or is not provided
7. Objectives [2]	Clear and appropriate; includes audience, behavior, condition/ context and possibly criteria, observable & measurable, aligns with EC & standard	Slightly unclear or not easily measured, some improper formatting, lacks direct connection to EC or standards, needs qualifiers	Relates to wrong standard or misaligned assessment tool, unclear/vague action word, domains misaligned, hard to measure	Mismatch between unit content and objectives, improperly written and not fully developed
8. Equipment/ Resources Needed [1]	Type & quantity correctly identified, developmentally appropriate, allows for differentiation, safe, equitable & fair for all	Type and quantity correctly indicated, some refinement needed or slightly confusing	Better choices are available, potential safety issue, too few or too much equipment, not beneficial for every-one, poor differentiation	Equipment needed in the lesson are not listed, inappropriate for use at that grade level, probable safety issue
9.Critical Elements [1]	Complete & accurate, no more than 5, selects most essential & relevant cues	CEs need slight modification, too many, could choose better ones	Too few CEs, one inaccurate CE	More than two critical elements are inaccurate or are incomplete.
10. Setup [1]	Clearly describes the setup/ location of equipment. Includes computer diagram	Mostly clear but not all questions answered, another teacher would have question(s)	Omits major information such as boundaries, goals, where equipment should be located etc	Setup is wrong and not appropriate for planned activities, not aligned

	PROFICIENT (4)	**DEVELOPING (3)**	**BASIC (2)**	**BELOW BASIC (0)**
11. Warm-Up/ Instant Activity [1]	Prepares Ss adequately for lesson, appropriate intensity, may links with previous lesson, foreshadow present lesson, may incorporate health-related fitness	Adequately prepares students physically but has limited connection with learning content (simply jogging)	Insufficient preparation for activity, NOT developmentally appropriate; does not adequately prepare students for the lesson	No warm-up or instant activity, potentially injurious, developmentally inappropriate
12. Lesson Introduction [1]	Provides a detailed and developmentally appropriate explanation of the EC/purpose of the entire lesson & is directly connected to the standard.	Discussed the purpose of the lesson with an implied link to the standards, objectives, or essential content	States what will be included in the lesson but no linkage or discussion of why	No lesson introduction was provided
13. Transition Tasks [2]	All tasks clearly describe transition from previous activity and organization when transition is complete, orderly, minimizes lost time, includes equipment if appropriate	Lacking some detail, mostly clear, slightly more efficient option not chosen	Omits major information such as equipment, what students will do when transition is complete, distribution of equipment is time consuming	Poorly planned, not clear, excessive time needed, students more likely to become off task, potential safety issue
14. Informing Tasks **[3]**	All tasks highly effective in promoting mastery of objectives, engage Ss in meaningful learning, are interesting and dev. appropriate, high activity time & OTRs, some variability of practice	Tasks align with objectives but do not result in optimal learning, somewhat engaging	Students engaged in busy work mostly, some learning occurs but opportunities are lost, low activity time and OTRs, overly easy or challenging from previous activity(ies)	The tasks are ineffective in promoting S learning, mostly students standing around waiting, few chances to interact with equipment, one performing as others watch, boring
15. Introductory Tasks [2]	Introductory tasks are quickly & uniquely conducted; formation is appropriate; all students are meaningfully engaged; task is of appropriate level of difficulty; space usage is effective	Transitions into the introductory task are organized; most students are meaningfully engaged in practice; space usage is safe, but could be improved upon; task is developmentally appropriate	Transitions into the introductory tasks are slow; some students are not engaged in meaningful practice; safety and space usage is not efficient	No introductory tasks were provided
16. Extending Tasks [2]	Effectively changes the tasks, heightens or keeps student interest in activity, relates to objectives/ essential content	Varies the instructional task but disrupts flow of lesson, somewhat time consuming to implement	Tasks minimally change, more effective options should have been used, not practical to implement	Changes diminishes learning, uses an extending task when new content development section is needed instead
17. Modification Task [1]	Describes two meaningful and effective modifications for students with disabilities, allow Ss to progress at own level while addressing same content as others	Provides two accommodations but not detailed enough, could be more effective but can be implemented for Ss with disabilities	One accommodation or two mostly generic ones, will single out Ss, limited practicality, are not aligned with the lesson, or exclude	Accommodations are not listed or will do more harm than good

	PROFICIENT (4)	DEVELOPING (3)	BASIC (2)	BELOW BASIC (0)
18. Challenge Task [1]	Describes one meaning-ful ways to make the activity more challenging for high performers, allows Ss to progress at own level	Differentiations provide options but do not meaningfully challenge Ss of varying ability	Some differentiations are not legitimate, fluffy	Differentiations are not listed, will single out or embarrass Ss, not linked to informing task
19. Simplifying Task [1]	Describes one meaning-ful ways to make the activity less challenging for low performers, allows Ss to progress at own level	Differentiations provide options but do not meaningfully challenge Ss of varying ability	Some differentiations are not legitimate, fluffy	Differentiations are not listed, will single out or embarrass Ss, not linked to informing task
20. Closure [2]	Sense of completion, reviews the essential content/objectives; challenges Ss or involves higher order thinking.	Reviews the lesson but does not align well with major/"take home" points, somewhat rote or not challenging	Teacher states what was done in class, or simply says what will happen next class	No meaningful closure was indicated in lesson plan, the lesson just ends, no wrap-up
21.Reflec-tion on Planning [1]	Thorough reflection on content of lesson plan; suggested revisions are insightful and detailed	More generic responses, some specific modifications proposed, misses a minor improvement	Unclear on proposed improvements, little detail, several oversights on potential changes	Reflection will not result in future improvements, no specifics, major oversights, not done
22. Reflection on Teaching [1]	Response demonstrates an in-depth reflection; interpretations are insightful, accurate, and well supported with clear, detailed examples. Strong synthesis and implications 4 teaching, alternatives posed	Responses are general, moderately detail, interpretations supported but some implications from teaching are missing, appropriate examples are provided, alternative ideas included	Responses generally do not adequate address the reflection questions, lack depth, limited ability to improve next lesson, arguments flawed or not supported	Responses are missing, do not address the questions, do not incorporate information from teaching, or will not result in improvement when teaching next time
				Subtotal for Lesson Plan 1 _____/96 Lesson Plan 2 _____ /96
Reflection				
23. Supporting Informa-tion [1]	Consistently supports observation with specific examples, considers several variables, nuanced	Usually supports observation with specific examples, considered most of possible explanations/alternatives	Sometimes supports observation with specific examples, should have given more information, glossed over, basic	Rarely or never supports observation with specific examples
24. Improve-ment Ideas/ Changes [2]	Conclusive and detailed applications are provided with concrete plans for change including specific teaching goals. Applications based on assessments used during the teaching episode. Provides a detailed description of how assessments were used to formulate teaching goals.	Informed and detailed applications are provided with generalized plans for change and at least one specific teaching goal. Applications are based on T's perceptions of S achievement and not any assessment. Provides a general description of how assessments related to teaching goals.	Generalized applications are provided with generalized plans for change and at least one specific goal identified. Applications are not based on any assessment of student achievement.	No applications, plans or teaching goals are included. Applications are not based on any assessment of student achievement.
				Subtotal for Reflection=_____/12

Points Earned = ____/224 Deductions: Inadequate grammar, spelling and sentence structure (at discretion of US)

IMPACT ON STUDENT LEARNING (ISL)

The purpose of this assignment is to determine what student learning took place resulting from instruction. Assessment is the third of four parts in an effective teaching cycle: planning, teaching, assessing, and reflecting, assessments, when used properly, lead to decisions that promote student learning. For example, assessments help educators identify student strengths and weaknesses, monitor and improve the quality of instruction, scrutinizing student progress, determining grades, providing effective feedback, and determining if lesson objectives as well as the essential content derived from the PDE Academic Standard(s) are being met. All assessments submitted must be planned by the student teacher and not provided by the CT.

Elementary & Secondary Placement – Physical Education: Assessments Aligned with Lesson Objectives

- Diagnostic - Psychomotor
- Formative (A) - Affective
- Formative (B) - Psychomotor
- Summative - Psychomotor

Secondary Placement – Health Education (must be assessment related to your Unit of Instruction)

- 2 Cognitive

Assessment Requirements

- You must collect data on ALL students within one class. **Peer and self-assessments can be used for the formative assessments. The diagnostic and summative assessments must be teacher assessments.**
- Your CT must be present when administering each of the assessments (see signature page).
- The grading criteria must be more than completion based, meaning those students who write a journal for example get 100%, those who don't get a zero.
- Develop specific, objective and detailed criteria upon which students will be graded. Assessment ideas include authentic assessments, skill assessments, checklists, rubrics, video analyses, journals, pen/paper assessments, fitness assessments, sportfolios (portfolios), group or individual projects (e.g. personal fitness plan), activity logs and many more.

PHYSICAL EDUCATION ASSESSMENT PACKET

1. Provide a blank copy of each of the following assessments you have created for your unit of instruction.
   a. Diagnostic
   b. Formative A – affective
   c. Formative B – psychomotor
   d. Summative
2. Create a table illustrating the d*iagnostic, affective* and *summative* data results (e.g., low, average, high scores).
3. Include three original (sample student) diagnostic, affective and summative assessments.
4. Narrative: analyze your conclusions by answering the following questions for EACH assessment.
   a. Highlight the results of the formative affective assessment. Were the results what you expected? What did the results reveal?
   b. Compare the diagnostic results to the summative results. What does the data suggest about the content of your lesson plans, developmental appropriateness of your instructional tasks, sequence of learning activities, and time allotted for practice?
   c. What changes, if any, would you make to the design of the diagnostic, affective formative and summative assessment instrument or its implementation?

Impact on Student Learning Packet: Diagnostic, Formative Psychomotor, Formative Affective & Summative Assessments

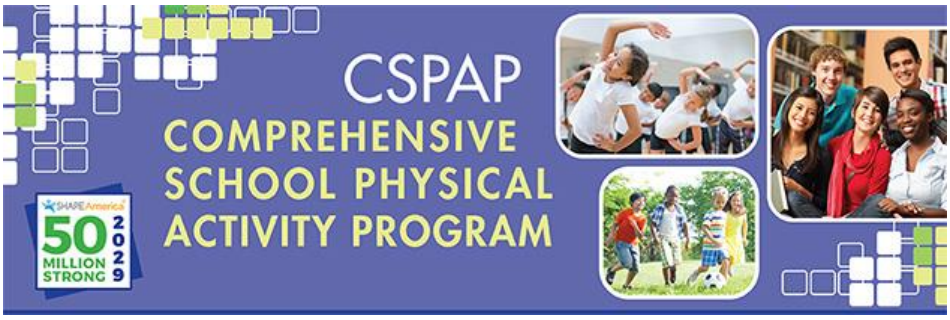
ST Name:_____Elementary Placement:_____ Secondary Placement:_____

Impact on Student Learning Rubric				
	PROFICIENT (4)	**DEVELOPING (3)**	**BASIC (2)**	**BELOW BASIC (0)**
Instrument– Objectivity and Clarity [2]	Provides detailed, clear, and objective criteria for scoring or rubric, any person could fairly use instrument for the diagnostics, affective formative and summative assessments	Differences between scoring levels are too great or too small, does not differentiate clearly for all 1 of the 3 assessments	Lacks sufficient detail, a performance could be categorized several ways in 2 of the 3 assessments	Unfair, no criteria, no rubric, simply completing earns 100% or close thereto
Instrument– Value Diagnostic [1]	The assessment provides useful data that will help Ss qualify their level of achievement	Data has some use in helping Ss understand and improve, some performance data omitted	Data provided to Ss has limited use in qualifying or quantifying performance, "fluffy"	Busy work, results not useful to students, only purposeful for grading
Instrument– Value Formative Affective [1]	The assessment provides useful data that will help Ss qualify their level of achievement	Data has some use in helping Ss understand and improve, some performance data omitted	Data provided to Ss has limited use in qualifying or quantifying performance, "fluffy"	Busy work, results not useful to students, only purposeful for grading
Instrument– Value Summative [1]	The assessment provides useful data that will help Ss qualify their level of achievement	Data has some use in helping Ss understand and improve, some performance data omitted	Data provided to Ss has limited use in qualifying or quantifying performance, "fluffy"	Busy work, results not useful to students, only purposeful for grading
Instrument Implementation [1]	Practical and expedient to implement, organized effectively for diagnostic, affective formative and summative assessments	Minor concerns with 1 of the 3 assessments in organization, time spent, ease of implementation	Concerns with 2 of the 3 assessments; not integrated well into the lesson, class management was negatively affected	Impractical to implement, excessive wait time or singling out poorer performing Ss
Results [1]	Original data for 3 Ss included for both diagnostic, affective formative & summative. Results include a well-designed color-coded table. Clearly presented; represent an entire class.	Original data for 3 Ss for diagnostic, affective formative assessment & summative students included. Moderately well-designed table that moderately illuminate narrative explanation. Not color coded.	Not all samples for the diagnostic, affective formative affective assessment & summative assessment were provided. Data presentation is difficult to understand for all 3 assessments.	Assessment results are unclear or missing, did not use a table
Analysis - Data [3]	Response to item 4 a/b is provided. Narrative is thorough, accurate and reflective of results. 3 suggestions for adjustments in the unite plan are specific and relevant.	Items 4 a/b moderately answered with a thoughtful commentary, includes some specific evidence. 2 suggestions of adjustments within the unit plan were specific and relevant.	Somewhat inconclusive commentary, missing some interpretations from the data. Only 1 adjustment within the unit plan was provided and was specific and relevant.	The analysis is short, unclear and inconclusive OR missing, no citation of specific student evidence
Analysis- Plan for Adjusting [1]	Response to questions 4c provided 2 meaningful adjustments for each of the 3 assessments; adjustments were based upon data collected & would result in positive change	Response to 4 C included 1 meaningful adjustment for each of the 3 assessments & were based upon data collected & would result in positive change	Response to 4c did not provide adjustments for each of the 3 assessments; linkage to data was weak	Changes not useful or not based upon assessment results
				Points Earned = _____/44
Deductions: Inadequate grammar, spelling and sentence structure (at discretion of US)				

Health – Cognitive				
	PROFICIENT (4)	**DEVELOPING (3)**	**BASIC (2)**	**BELOW BASIC (0)**
Instrument–Objectivity and Clarity [1]	Provides detailed, clear, and objective criteria for scoring or rubric, any person could fairly use instrument	Differences between scoring levels are too great or too small, does not differentiate clearly	Lacks sufficient detail, a performance could be categorized several ways	Unfair, no criteria, no rubric, simply completing earns 100% or close thereto
Instrument–Value [1]	The assessment provides useful data that will help Ss qualify their level of achievement	Data has some use in helping Ss understand and improve, some performance data omitted	Data provided to Ss has limited use in qualifying or quantifying performance, "fluffy"	Busy work, results not useful to students, only purposeful for grading
Instru-Implementation [1]	Practical and expedient to implement, organized effectively	Minor concerns such as organization, time spent, ease of implementation	Assessment tool not integrated well into the lesson, class management was negatively affected	Impractical to implement, excessive wait time or singling out poorer performing Ss
Results [1]	Original data for 3 Ss included	Original data for 2 students provided	Original data for 1 student provided	No student data provided
Analysis - Data [4]	Response to items 4 a-c is provided. Narrative is thorough, accurate and reflective of results. 3 suggestions for adjustments in the unit plan are specific and relevant.	Moderately answered 4 a-c with a thoughtful commentary, includes some specific evidence. 2 suggestions of adjustments within the unit plan were specific and relevant.	Somewhat inconclusive commentary, missing some interpretations from the data. Only 1 adjustment within the unit plan was provided and was specific and relevant.	The analysis is short, unclear and inconclusive OR missing, no citation of specific student evidence
Analysis-Plan for Adjusting [2]	Response to questions 4 b & c is thorough, plans for specific, meaningful adjustments based upon data collected; will result in positive change	Adjustments are adequate although not well explained, some linkage to data	General but somewhat accurate, plan partially incorporates assessment results, changes not especially meaningful	Changes not useful or not based upon assessment results
				Points Earned = _____/40
Deductions: Inadequate grammar, spelling and sentence structure (at discretion of US)				

HEALTH ASSESSMENT PACKET
(do the following for each cognitive assessment)

1. Provide a blank copy of each of the assessment (i.e., cognitive).
2. Create a table illustrating the results of the cognitive assessment (i.e., low score, average score, high score).
3. Include three sample student assessments. You may remove all students' name.
4. Narrative: analyze your conclusions by answering the following questions for the assessment.
    a. Highlight the differences in students' performance on the assessment. Explain why you think these results occurred.
    b. Did the assessment provide you with meaningful data? Were the results what you expected? Why/why not?
    c. What changes, if any, would you make to the design of the assessment?



What is CSPAP? http://www.shapeamerica.org/cspap/what.cfm

A Comprehensive School Physical Activity Program (CSPAP) is a multi-component approach by which school districts and schools use all opportunities for students to be physically active, meet the nationally-recommended 60 minutes of physical activity each day, and develop the knowledge, skills, and confidence to be physically active for a lifetime. A CSPAP reflects strong coordination and synergy across all of the components: physical education as the foundation; physical activity before, during, and after school; staff involvement; and family and community engagement.

CDC, in collaboration with SHAPE America, developed a step-by-step guidefor schools and school districts to develop, implement, and evaluate comprehensive school physical activity programs.

The goals of a CSPAP are:

- To provide a variety of school-based physical activities to enable all students to participate in 60 minutes of moderate-to-vigorous physical activity each day.
- To provide coordination among the CSPAP components to maximize understanding, application, and practice of the knowledge and skills learned in physical education.

Physical Activity During School:

Physical activity during school includes physical activity in a variety of settings throughout the school day besides the requisite physical education instructional class. The main ways students can participate in physical activity during the school day are

- recess,
- physical activity integrated into classroom lessons,
- **physical activity breaks in and outside the classroom, and**
- lunch time club or intramural programs.

Let's Move! Active Schools: http://www.shapeamerica.org/prodev/lmas.cfm

SHAPE America is excited to be a managing organization for *Let's Move!*Active Schools –a physical activity and physical education solution to ensure 60 minutes of physical activity is the new norm for schools.

A part of the First Lady's *Let's Move!* initiative, Let's Move! Active Schools helps schools develop a culture in which physical activity and physical education are foundational to academic success.
Let's Move! Active Schools makes this simple for teachers and strategic for administrators by streamlining the selection of programs, resources and funding opportunities, and delivering a customized Action Plan.

Anyone –school administrators, classroom teachers, physical educators, staff and even parents –can sign up to champion the *Let's Move!* Active Schools effort.

However, SHAPE America is particularly proud of the opportunities *Let's Move!* Active Schools provides for health and physical educators to be recognized as gurus, thought leaders and change agents within their communities.
By equipping health and physical educators with an evidenced-based roadmap, activation grants, and an exclusive library of professional development, curriculum and implementation guides, *Let's Move!* Active Schools helps to advance the profession and encourage a greater understanding of physical education. Participating schools also have access to direct, personal assistance from certified advisors and experts.
The best part is that *Let's Move!* Active Schools is FREE, easy and results in a comprehensive, individualized approach to getting students moving for at least 60 minutes before, during and after the school day.
As a Let's Move! Active Schools managing organization, SHAPE America will work to recruit individual champions, sign up 50,000 schools and facilitate the training of at least 20,000 Physical Activity Leaders by 2018.

Student Teaching Let's Move Active School Assignment Description

During your **elementary** or **secondary** student teaching placement, you will develop a program promoting physical activity during school, before school or after school. The program may involve all three but this is not required. It may also promote physical activity among the staff, parents and the community but again this is not required. It is important that you collaborate with classroom teachers, the administrators and parents if necessary, assist them when first conducting these activities. The goal of the assignment is to make schools more active and therefore accrue the benefits related to that activity.

Procedural Steps for Active School Assignment

Step 1: Research and develop a LMAS project for students in your school, the earlier you do this the better. The resources listed below are a starting place.
Step 2: Discuss the suitability and practicality of the project with your **cooperating teacher** and other staff at school, as necessary.
Step 3: Meet with **the administrator**, explain the project and ask for administrative approval. Arrange this meeting with the cooperation of your cooperating teacher. Use the permission form included in these assignment guidelines.
Step 4: Meet with the **collaborating/classroom teacher** you plan to collaborate with to explain the scope of the project. You may want to provide them with page 1 of this assignment.
Step 5: Attend class time with the **collaborating teacher** to teach the students and teacher a minimum of **5 brain/activity breaks**. Schedule a regular class time to go into their classroom and co-teach the five
brain/activity breaks to the students. Emphasize that the timing of these brain/activity breaks should coincide with a need for students to experience a break from their work.
Step 6: Design and administer formative assessment to students who participated in the LMAS project.
Step 7: Interview the collaborating teacher with a summative assessment of the project addressing the effectiveness of the brain/activity breaks as presented to the students. Develop questions that relate to the project objectives. (see rubric)

Typed Summary of LMAS Project – Include LMAS Rubric as your first page

Part I: Provide the "name" and a description of a minimum of 5 activity breaks you used for K-2, Grades 3-5, Middle or High School students. These activity breaks may be standing, seated, perfor individually, with a partner, or a small group of 2-3 students.

Part II: Provide a minimum of 3 references you used to create/revise these activity breaks.

Part III: Describe who you collaborated with:

A. Name of the teacher(s)
B. Grade level(s)
C. Subject(s)
D. Design a developmentally appropriate summative assessment and administer it to a minimum of 10 students to ascertain their reaction/opinion of integrating the activity breaks into the school day. For example, 1) What did they like most about the activity breaks? 2) Did it help them focus on their academic work? 3) Would they do these activities breaks on their own during the school day? *Include a sample of this assessment in your project report and provide a written summarize of this assessment and include 3 student samples.*
E. Design a summative assessment to use for interviewing the collaborating teacher after the activity breaks were implemented. *Include a sample of this assessment in your project report (i.e., the list of your interview questions). Summarize collaborating teacher's responses. These can be in bullet form.*

Part IV: Provide an overall summary/reflection about the LMAS collaborative project:

A. Were the activity breaks you chose and revised effective and appropriate for the student? Why/why not?
B. Did the summative assessment/interview tool you designed elicit reflective responses from the collaborating/classroom teacher?
C. Did the summative assessment of your students provide useful information?
D. What would you change if you conducted this assignment again?

Resources

CDC	The Centers for Disease Control and Prevention (CDC) and AAHPERD released a new online guide for schools to develop, implement and evaluate comprehensive school physical activity programs. It can be found at: http://www.cdc.gov/healthyyouth/physicalactivity/cspap.htm
Let's Move Active Schools	http://letsmoveschools.org/
Let's Move (government site)	http://www.letsmove.gov
Action for Healthy	http://www.actionforhealthykids.org/what-we-do/programs/game-on/about-game-on/get-involved/brain-breaks-and-energizers
Austin Schools	http://curriculum.austinisd.org/pe_health/resources/BrainBreaks/index.htm
Elementary School Brain Breaks	http://www.emc.cmich.edu/brainbreaks/
Middle School Brain Breaks	http://brainbreaks.blogspot.com/
thenewPE	http://thenewpe.com/promoting-PA/promotingPA.html
Alliance for a Healthier Generation	www.HealthierGeneration.org
***There are many other sites so do not restrict your research to only the resources listed above	

LMAS RUBRIC

Name: _____ Placement_____

Criteria	Proficient (4)	Developing (3)	Basic (2)	Below Basic (0)
Part I [2]	7 activity breaks were described in detail.	5 activity breaks were described in detail.	3 activity breaks were described in detail.	2 or fewer activity breaks were described.
Part II [1]	5 relevant references were provided	3 relevant references were provided	2 were relevant references were provided	1 or less references were provided.
Part III: A-C [1]	Name of teacher, grade level and subjects taught was provided			Name of teacher, grade level and subject taught was not provided
Part III: D [2]	A practical questionnaire that was age-appropriate was designed and administered to a minimum of 10 students/participants; insightful questions elicited useful data about a breaks; 3 student samples were included; detailed summary of students' responses included	A questionnaire was administered to a minimum of 10 students; questions could be more age-appropriate and practical; 3 student samples were included; moderately detailed summary of students' responses included	A questionnaire was administered; questions were not all age-appropriate or insightful; no student samples were included; vague summary of students' responses included	No student questionnaire was administered
Part III: E [2]	A summative student/participant assessment was designed. Questions relevant and age appropriate. detailed responses to the questions were provided.	A summative student assessment was designed. Questions could be more relevant and age appropriate. Moderately detailed responses to the questions was provided.		
Part IV: [3]	All questions were thoroughly answered and were insightful	All questions were moderately answered and were insightful	Not all questions were answered and could be more insightful	Part IV was not completed

Points Earned = _____/44 = _____ GPA = _____%

Permission Form – Let's Move Assignment

Justification

- The Let's Move campaign is a White House sponsored initiative (http://www.letsmove.gov/) designed to promote healthy behaviors in school that can be carried forward into adulthood. A vital part of that strategy is promoting physical activity before, during and after school. Students who are physically active score better on standardized tests, attend school more frequently and behave better once in school. As part of this campaign, West Chester University student teachers will be creating an experience that gets students moving and conveys the importance of physical activity. In some cases, the experience will be replicable by school staff after the student teacher completes his or her placement. This assignment must be approved by both the cooperating teacher and an administrator. If you have any questions, contact Dr. Matthew Cummiskey (mcummiskey@wcupa.edu). Thank you for your support.

Typed Description of the Let's Move Activity or Activities by Student Teacher

-

Permissions:

_____	_____	_____
Administrator Printed Name	Administrator Signature	Date
_____	_____	_____
Collaborating Teacher Printed Name	Collaborating Teacher Signature	Date
_____	_____	_____
Cooperating Teacher Printed Name	Cooperating Teacher Signature	Date

TECHNOLOGY INTEGRATION

Student teachers must create two technology applications, one at the elementary level in either physical education or health and one at the secondary level in either physical education or health. You may not do both technology applications in physical education or health. For example, if you create a technology application in elementary physical education, your secondary technology application must be in health education. You may not use the same application twice.

Submit to Supervisor:
1. **The artifact**
2. **A paragraph describing the technology, functionality, learning effectiveness, and student engagement. (See rubric below for clarity)**

Additional, step by step instructions are available for most technology applications listed below at http://thenewPE.com/. Follow the "student teaching" link and open the file titled "technology assignment supplement."

Technology Applications (select one):

1. Instructional Video – Record a digital video via a digital camera or pocket video camera and edit the video so that it can be used in physical education. Examples include a yoga video or skill performance video. Kodak Zi8 pocket video cameras and Flip video cameras may be signed out depending on availability. Digital cameras also typically have a video feature.
2. Audio CD – Edit digital music tracks to remove "dead spots" where there is little or no volume. Then combine all of the separate edited songs together into one long track (around 30 minutes) to prevent a CD from inserting a pause between songs. Use the audio CD in class to stop and start activity for students thus reducing vocal strain and confusion while simultaneously motivating students with your favorite tunes.
3. Heart Rate Monitor /Pedometer/Interactive PowerPoint/Webquest/Smartboard – You must incorporate three of the options listed – this counts as one technology assignment for one placement. For the webquest option, create an internet based learning assignment where students typically gather information from the internet and answer questions or complete an assignment. To view a sample webquest, click the "Webquest on History" link at http://thenewpe.com/foundationsofPE/FoundationsofPE.html. For the heart rate monitor or pedometer portion, incorporate either technology where students must complete a worksheet – hand in an original completed worksheet from a student. The final option is to create a self-automated PowerPoint that facilitates physical activity and project it in the gymnasium. A "crowd pleaser" is throwing at space invaders. You may also create some kind of interactive PowerPoint with Jeopardy-style questions and embed a video (YouTube for example) into the PowerPoint.
4. Website - Create a website with a homepage and two subpages. If the website is posted on the internet, provide your supervisor with the web link. If not, provide your supervisor the files that make up your website on a CDR or flash drive.
    a. Website creation programs include Microsoft Sharepoint Designer, Dreamweaver, Microsoft Word, Google Sites and others.
5. Smartphone Apps – Integrate at least three apps in a meaningful way. At least two of the apps must be used by students. Be mindful of the rubric, the apps must promote learning and engagement. Since you are not creating the apps, row 1 in the rubric is worth two points, row 2 is worth zero points, row 3 is worth 5 points and row 4 remains at three points.
    a. Examples: Coach's Eye, Socrates, Ubersense, Poll Everywhere

6. Podcast – Create an audio pod-cast for **ALL** of the lessons in one unit and post the pod-casts on the internet for students to download.
7. Vodcast - Create a video-cast for **ALL** of the lessons in one unit and post the vodcasts on the internet for students to download.
    a. A popular video upload site is https://vimeo.com/
8. Online Assessment/Online Group Collaboration – Create an online assessment students must complete, this could be in the form of an online survey, poll, or real assessment hosted by a free website. Also create an online group collaboration where students must work together on a project or assignment stored on the internet. There are two popular options 1) online wiki where individual students add to an online project that can track each students contribution (http://pbworks.com/) and 2) Google documents where with a link an online document, students can likewise collaborate on a document (no individual tracking available, http://docs.google.com/).
9. Student Response System – Integrate electronic student responses into two separate taught lesson plans using a clicker. Show the results to students in real-time. May use a basis for anonymous questioning, surveys, discussions, and lesson choices.
10. Discuss your plans with your supervisor if you would like to try something else.

Technology Integration Rubric

ST Name:_____ Placement:_____

Name of Technology Application:_____

	PROFICIENT (4)	**DEVELOPING (3)**	**BASIC (2)**	**BELOW BASIC (0)**
1. Technology Description [1]	Provides a succinct , clear description of how the technology will advance student learning			Description is either missing, unclear or fails to provide a justification for why the technology was used
2. Functional-ity [3]	All components of the technology perform as expected, easy operation, clear procedures	Minor distractions or errors in execution of technology, does not impact overall effect	Operation of technology works intermittently, significant errors that affect performance	Technology is inoperable or major shortcomings in performance
3. Learning Effective-ness [3]	Technology artifact provides meaningful and efficient opportunities enhance learning, aligns with objectives	Artifact requires students to interact with objectives but does not promote in depth knowledge, some "fluff"	Artifact minimally enhances S learning; is inefficient, students mostly going through the motions; not challenging	Artifact results in confusion or results in no meaningful growth in student knowledge, no connection to objectives
4.Engage-ment [3]	Audio and/or visual is appealing, consistent, draws & keeps S interest	Some places where technology could be more crisp, sharp, appealing	Audio or visual appeal is basic, dated, little appeal to students	Disjointed, not connected well, sloppy
Deductions: Inadequate grammar, spelling and sentence structure (at discretion of US)				

Points Earned = _____/40

HEALTH EDUCATION UNIT PLAN

Task 1 - Unit Plan Framework

Provide the following information. Tables should not overlap pages.

1. General Information
   a. Unit Title
   b. Your Name
   c. Grade(s)
   d. Date
2. Table of Contents
   a. List the major sections of your unit plan and the page number where that section commences. Lesson plans should each have their own line. The unit plan must include page numbers in the header.
3. List in bullet form the materials needed during the unit
4. List in bullet form the equipment needed during the unit
5. Rationale: Briefly explain in paragraph format why this unit is necessary and why it is appropriate in light of students' prior knowledge and level of development (one paragraph)
6. Block Plan (Table format)
   a. Block plans are meant to provide a basic graphical overview of the unit for quick and easy reference. To complete the block plan, insert a table containing the lesson number, the major skill(s) or concept(s) being taught that lesson, a listing of the activities used to teach the essential content, and any assessments that will be administered. If there are no assessments planned for that lesson, type "n/a." For example:

Lesson #	PDE/National Standard(s) being Addressed	Essential Content	Assessment	Lesson Activities/Vehicle
1	10.1.6. B. Identify and describe the structure and function of the major body systems.	The muscular system is a major body system.	Identifying the 206 bones of the body Describing how a muscle functions	-drawing a skeleton -identifying the muscles in the body
2		Etc…		

7. Community Resources – Again list local resources where students can get additional information related to what you are teaching (i.e. Planned Parenthood in West Chester, http://www.plannedparenthood.org/health-center/centerDetails.asp?f=3356&a=91460&v=details)

Task 2 - Lesson Plans

Construct a minimum of six lesson plans. Do not use pre-existing lesson plans from the internet, your cooperating teacher or previous classes. You may incorporate games, drills and various ideas from any source however you must compile them into your own lesson. The intent is for you to build a lesson from the ground up using various sources instead of having it handed to you. Begin planning the unit early in your placement. If you encounter difficulties or have questions, consult your cooperating teacher and university supervisor. Follow the WCU health education lesson plan template (next page) and write with sufficient detail that another individual could teach the lesson without you. Include related materials such as Power Points, worksheets, etc – anything that you will use in the course of teaching the lesson. One of the six lessons will be randomly evaluated by your university supervisor.

Task 3 - Overall Reflection on the Effectiveness of the Unit

Respond to each of the following questions, use specific examples.

1. What serendipitous or unexpected discoveries did you make by teaching this unit? Explain.
2. If you could teach this unit again, what changes would you make and why?

Department of Kinesiology – Health Education Lesson Plan Template (v. 2013-08)

Name:
Lesson Topic:
Grade Level:

Class Length:
Class Size:
Note: pull-downs menus also available at http://thenewPE.com/st

Introductory Information

Grade Level:

Standards 1.2 (National Health Education Standards and Pennsylvania Department of Education Standards)

Essential Content(s) (EC)1.2:

Formative / Summative Assessment of Students 1.7:

Lesson Objectives 1.1:

Learning Materials/Technology1.8 (Resources):

Lesson Introduction 1.3:

Content Development (1.4 WCU Unit Procedures), Part 1

Instructional Tasks 1.4:

Modification Task 1.5:
- Identify the disability -
- Description of the modification -

Closure 1.6:

Content Development (1.4 WCU Unit Procedures), Part 2, if applicable

Content Development (1.4 WCU Unit Procedures), Part 3, if applicable

Lesson Closure:

Reflection on Planning 2.1:

Reflection on Instruction 2.2:

Health Education Unit Plan Rubric

ST Name:_____ Placement:_____

Task 1 - Unit Plan Framework				
	PROFICIENT (4)	**DEVELOPING (3)**	**BASIC (2)**	**BELOW BASIC (0)**
1. Info/ Table Con-tents [1]	All information is included and properly formatted			Some information is missing, not clear, or improperly formatted
1, Facilities & Equipment [1]	Accurate inventory of facilities and equipment needed including quantity	A minor item omitted or a quantity slightly inaccurate	A whole category of equipment not included	Major inaccuracies including not listing a facility or multiple types of equipment needed
3. Rationale [1]	Excellent discussion of rationale for selecting the unit, focused and clear	Presents information clearly but the rationale and linkage to students could be more detailed	Does not fully account for Ss' previous experiences or why unit was chosen	No valid reasons presented, little thought as to why this content is being taught
4. Block Plan [1]	Appropriate standards selected to develop unit plan. Essential content based on standard is accurately stated. Lesson sequence is logical & developmentally appropriate.	Most of standards are appropriate for unit; 1-2 errors in essential content. 1-2 lessons are not in logical order and/or developmentally appropriate.	Several standards are not relevant to the unit. Essential content statement have several errors. Lessons are not logically sequenced.	Content should not be taught at that particular grade or level, student developmental levels not considered. Information missing, wrong format
5. Community Resources [1]	Includes three community resources and related websites			Does not include all three community resources and related websites
				Subtotal: Unit Plan Framework =_____/20

Task 2 - Lesson Plans				
6. Intro Information [1]	Grade Level, Health Topic, Rationale and Learning Domain thoroughly detailed	Introductory information is provided.	Introductory info is provided but lacks detail	Information is incomplete
7. State or National Standards [1]	Lesson plan explicitly develops the Standard	Lesson plan supports, but does not thoroughly develop the standard.	Lesson plan marginally develops the standard	No standards were developed in the lesson plan
8. ECs [1]	Essential content are directly connected to the standard	Essential content connects to the standard	Essential content marginally connects to standard	Essential content is not connected to the standard
9. Objectives [2]	Clear and appropriate; includes audience, behavior, condition/ context and possibly criteria, observable & measurable, aligns with EC & standard	Slightly unclear or not easily measured, some improper formatting, lacks direct connection to EC or standards, needs qualifiers	Relates to wrong standard or assessment tool, unclear/vague action word, domains misaligned, hard to measure	Mismatch between unit content and objectives, improperly written and not fully developed
10. Learning Materials/T echnology	Materials and resources are well integrated and exhibit all the following characteristics: valid, credible, current and developmentally appropriate	Materials are integrated and exhibit most of the following characteristics: valid, credible, current and developmentally appropriate	Materials and resources lack two of the four required criteria	Materials and resources are not appropriate
11. Lesson Introduction [2]	Conducts an engaging student-centered focus event that captures all students' attention; & strong connection to objective(s)	Conducts a focus event, but not all students were engaged; connects to lesson objective	Conducts a traditional verbal introduction; little student engagement.	Is not included

11. Instructional Tasks [3]	Procedures are well integrated and exhibit all of the following: directly related to standards; sequential; developmentally appropriate; and strategies are active, engaging and motivating	The procedures exhibit all of the following: related to standards; sequential; developmentally appropriate; and strategies are active, engaging and motivating	Procedures exhibit most of the qualities, most are incomplete and not directly related to the standards	Procedures lack the qualities required for an appropriate lesson
	PROFICIENT (4)	**DEVELOPING (3)**	**BASIC (2)**	**BELOW BASIC (0)**
14. Modification Task [1]	Describes two meaningful and effective modifications for students with disabilities, allow Ss to progress at own level while addressing same content as others	Provides two accommodations but not detailed enough, could be more effective but can be implemented for Ss with disabilities	One accommodation or two mostly generic ones, will single out Ss, limited practicality, are not aligned with the lesson, or exclude	Accommodations are not listed or will do more harm than good
15. Closure [2]	Provides a sense of completion, recognition, & review with the opportunity for feedback for ALL of the students. Closure challenges students to answer questions relating to the essential content or analyze a skill	Moderately provides a sense of completion, recognition, & review with the opportunity for feedback for the students. Closure challenges Ss to answer Qs or analyze a skill	Only a cursory review is described and little student involvement is indicated.	No meaningful closure was indicated in lesson plan.
16. Reflection on Planning [1]	Thorough reflection on content of lesson plan; suggested revisions are insightful and detailed	More generic responses, some specific modifications proposed, misses a minor improvement	Unclear on proposed improvements, little detail, several oversights on potential changes	Reflection will not result in future improvements, no specifics, major oversights, not done
17. Reflection on Teaching [1]	Response demonstrates an in-depth reflection, interpretations are insightful, accurate, and well supported with clear, detailed examples. Strong synthesis and implications for teaching, alternatives posed	Responses are general, moderately detail, interpretations supported but some implications from teaching are missing, appropriate examples are provided, alternative ideas included	Responses generally do not adequate address the reflection questions, lack depth, limited ability to improve next lesson, arguments flawed or not supported	Responses are missing, do not address the questions, do not incorporate information from teaching, or will not result in improvement when teaching next time
			Subtotal: Lesson Plan 1 _____/64	Lesson Plan 2_____ /64

Reflection				
18. Supporting Information [1]	Consistently supports observation with specific examples, considers several variables, nuanced	Usually supports observation with specific examples, considered most of possible explanations/alternatives	Sometimes supports observation with specific examples, should have given more information, glossed over, basic	Rarely or never supports observation with specific examples
19. Improvement Ideas/ Changes [2]	Conclusive and detailed applications are provided with concrete plans for change including specific teaching goals. Applications based on assessments used during the teaching episode. Provides a detailed description of how assessments were used to formulate teaching goals.	Informed and detailed applications are provided with generalized plans for change and at least one specific teaching goal. Applications are based on T's perceptions of S achievement and not any assessment. Provides a general description of how assessments related to teaching goals.	Generalized applications are provided with generalized plans for change and at least one specific goal identified. Applications are not based on any assessment of student achievement.	No applications, plans or teaching goals are included. Applications are not based on any assessment of student achievement.
				Subtotal Reflection =_____/12
Deductions: Inadequate grammar, spelling and sentence structure (at discretion of US)				

Points Earned = _____/160

Comments:

PORTFOLIO

Directions: Organize all lesson plans and supporting materials (PowerPoints, handouts, etc.) into a portfolio regardless of whether the materials were developed independently by the ST or using materials from the CT. The portfolio must be updated daily and available for the **US to review during each observation**. If the US conducts an unscheduled observation, the lesson plan portfolio is still expected to be up-to-date. The purpose of this portfolio is to provide your US a means of reviewing your planning. **Remember: Your lessons should be detailed to the point a substitute could teach them without you being there!**

The portfolio must be in a 3-ring binder and organized into the following four sections via tabs:

1. **Cover page with title, your name, placement and dates**
2. **Lessons – all dated**
3. **Supporting materials (PowerPoints, handouts, charts, pictures etc.)**
4. **Reflections – complete for EACH lesson within two days of it being taught, all dated. The reflections can be written directly on the lesson plans.**

Lesson Plan Portfolio Checklist

Completed at the end of the placement by your University Supervisor

ST Name:_____ Placement:_____

	Yes (4)	No (0)
Cover page – all information included [1]		
Lesson plans – all lesson plans taught are included [3]		
Supporting materials [3]		
Lesson plan reflection – completed for each lesson plan taught [3]		
Deductions: -10 or -20 for each instance the portfolio is not provided at the time of observation		

Points Earned = _____/40

INTERACTION ANALYSIS

Purpose: To examine how you interact with students. This includes both the quantity and nature of the comments (positive/negative), the types of feedback given, the number of management comments, and overall interactions with students.

Directions:

1) Recording - Audio record your verbal interactions with a class for one lesson in either health or physical education. You must supply the recording device; possible options include a digital camera with audio recording, your cell phone, an mp3 player with a voice recorder, and a dedicated voice recorder among others. Consult your US for assistance. Position the recording device carefully for optimal volume. On the desk in health is an ideal location whereas in PE the device must be able to move around with you. **Do not video record students as this requires special permission**.
2) Analyzing – Play back the recording and each time you speak to the class or an individual or a member of the class speaks to you, categorize the interaction by marking the appropriate code in the interaction table. If an interaction does not fit neatly into one of the codes, record it as other and briefly describe it below in the numbered outline. If the interaction is with an individual student, create a tally mark in the first table corresponding to one of the codes below. If the interaction is with two or more students use the second table – this includes addressing the entire class. Several examples are listed along with the interaction codes. Also include interactions initiated by a student whether responding to the teacher (SR) or independently interacting. When finished recording interactions, tally each interaction column and finally the total number of interactions.

Ideally, you will see more specific (including corrective) feedback than general comments, a mixture of individual and group interactions, and an appropriately small number of management comments. Overall, you are aiming to have more than three interactions per minute. HOWEVER, do not fudge the results! You are graded on completing the table and your analysis of the audio and results, not the results themselves.

Interaction Codes:

- Teacher
  - TI = teacher initiates response from student(s) (i.e. “What are the two parts of a skip”)
  - CF = corrective feedback (i.e. “Tanisha, lower your center of gravity”)
  - SP = specific feedback positive (i.e. “Wonderful job of group decision making”)
  - GP = general feedback positive (i.e. “Nice job class”)
  - GN = general feedback negative (i.e. “We need to do a better job of listening”)
  - TA = teacher accepts input from student (i.e. “Nice answer, I can see you’re paying attention”)
  - TR = teacher rejects input from student (i.e. “You’re close, but that's not quite it”)
  - MP = management positive (i.e. “Jeremy, I like how you included Ariana in the activity”)
  - MN = management negative (i.e. “Stop talking to one another and listen”)
  - O = other (Below the table, write a description of the interaction)
- Student
  - SR = student responds to teacher (i.e. “The three levels are high, medium, and low”)
  - SI = student initiates behavior (i.e. “Mr. Gordon, can I go to the bathroom”)

Interaction Analysis Data Recording Tables

Individual Interactions

Teacher										Student	
TI	CF	SP	GP	GN	TA	TR	MP	MN	O	SR	SI
Total:	Total:	Total:	Total:	Total:	Total:	Total:	Total:	Total:	Total:	Total:	Total:
Total number of teacher individual interactions:										Total student responses:	

Other: 1.

2.

3.

4.

Group Interactions (2 or more students)

Teacher										Student	
TI	CF	SP	GP	GN	TA	TR	MP	MN	O	SR	SI
Total:	Total:	Total:	Total:	Total:	Total:	Total:	Total:	Total:	Total:	Total:	Total:
Total number of teacher individual interactions:										Total student responses:	

Other: 1.

2.

3.

4.

Total number of teacher individual & group interactions: _____; Number of minutes in the class: _____

Number of interactions per minute (total interactions/# of minutes): _____

Total number of student individual & group interactions (add from both tables): _____

Interaction Analysis Responses

Respond to each question via separate numbered paragraphs

1. What discoveries did you make due to the results of the interaction analysis? Discuss any of the following: comparison of types of feedback, quantity of feedback, tone (positive or negative), frequency of management-related comments, or other findings.
2. Analyze the potential impact of interaction patterns on student learning and suggest possible improvements related to instruction?
3. Were student responses more lower or higher order?
4. Identify two other informal observations you made by listening to a recording of your teaching. Possible topics include volume, confidence, clarity, rapport, fillers, ability to answer questions, enthusiasm; anything you noticed.

For Grading:

1. Interaction analysis data recording tables (preceding page)
2. Interaction analysis responses (questions from this page)

Interaction Analysis Rubric

To be completed by University Supervisor

ST Name:_____ Placement:_____

Criteria	Proficient (4)	Developing (3)	Basic (2)	Below Basic (0)
Discoveries [3]	Stem from data, reflect thoughtful evaluation, and incorporate subtle findings	Incorporate some data, address obvious patterns or findings	Discoveries are elementary, based on limited data, misses a major finding	Discoveries are inaccurate or not provided
Impact [3]	Discusses how the data, emergent patterns, or discoveries impact S learning, identifies any needed changes to instruction	More limited discussion and possible adaptations to instruction, minor points missed	Limited in ability to equate the data with impact on learning, did not really connect the two; limited improve-ment suggestions	Failure to see how interactions affect S learning, no suggestions for improvement or detrimental ones
Student Responses [2]	Correctly tallies number of student-initiated responses and labels them as higher order or not	Correctly tallies number of student-initiated responses, some difficulty classifying type of responses	Correct tally, limited understanding of types of questions	Incorrect tally or misidentification of higher order responses
Informal Observations [2]	Identifies two observations based upon recording	Identifies two observations, no reference to recording	Identifies one solid informal observation	Identifies mundane observations, no basis in data
Deductions: -10 for missing or incomplete data table; poor grammar, spelling or sentence structure at discretion of US				

Points Earned = _____/40

E-documents – Online Documents to Review

Student teachers are responsible for understanding and complying with the following online documents:

- Pennsylvania Standards for Health, Safety, and Physical Education
- National Standards and Grade-level Outcomes for K-12 Physical Education located at http://www.aahperd.org/whatwedo/upload/Grade-Level-Outcomes-for-K-12-Physical-Education.pdf SHAPE America (formerly AAHPERD)
- National Initial Standards & Guidelines for Physical Education Teacher Education (3rd ed.)
- WCU Conceptual Framework for Teacher Education Programs
- Pennsylvania Code of Professional Practice and Conduct for Educators
- NASPE Appropriate Practices
  - Elementary School, Middle School, and High School
- Physical Education Teacher Evaluation Tool
- Position Statement on Comprehensive School Health

Resources:

- Class Management
  - Review the class management presentation for WCU student teachers posted at http://thenewpe.com/st/st.html
- Twardowski Career Development Center
  - Services include job postings, resume critiques, on-campus recruiting, job search help, interview techniques, job fairs, alumni networking and more.

Sources for Manual:

- University of Nebraska-Kearney ST Assessments
- Central Connecticut State University Exit Portfolio and ST Manual
- NASPE PE Teacher Evaluation Tool
- Saint Ambrose University ST Rubrics
- College of Saint Scholastica Rubric for Preservice Teachers

Section III
COOPERATING TEACHER

Cooperating Teaching Responsibilities

- Observe multiple classes per day; provide daily feedback if not feedback following each lesson, as well as goals for future for improvement. . CTs may interrupt a ST's lesson for a myriad of reasons (safety, incomplete directions, teachable moment etc) in a manner that does not demean the ST.
    - Be selective with constructive feedback focusing on those areas needing most improvement or can be easily corrected. Praise effective planning and teaching whenever possible; build confidence.
- Review lesson plans at least two days prior to instruction and provide improvement suggestions.
- Required evaluations and documentation:
    - Secondary - formal graded observations (2 PE, 2 Health- if not teaching health- 3 PE)
    - Elementary - formal graded observations (3PE- if teaching Health-2 PE and 2 Health)
    - If completing more than three observations during week 4, 5, 6 or 7, the scores are averaged with the result being used as the score for observations 1-3.
    - One final assessment
    - Weekly conference forms
    - TIPR (online evaluation)
- Review and be familiar with the entire student teaching manual, particularly sections II and III and the "What Constitutes Quality PE" document.
- Conduct effective instruction and exhibit a model program that conforms to the NASPE Appropriate Practices, the NASPE Physical Education Teacher Evaluation Tool, and all relevant standards (PDE,SHAPE America.org)
- Provide the following:
    - A place to store personal materials (books, clothing, etc) and a workspace to write lessons and perform other duties related to student teaching.
    - Administrative items such as the attendance roster, faculty handbook, fire drill procedures, accident forms, referral forms, hall passes, teaching (class) schedule, school "bell" schedule, and school calendar among others.
    - Planning materials such as lesson plans, the curriculum, textbooks, resource books (activity ideas) and any other materials deemed appropriate.
    - Instructions as to the use of teachers' lounges and other facilities.
- Objectively evaluate the student teacher's performance based upon the rubrics and not personal factors. A student teacher's performance should be the sole basis for determining their grade.

- Follow the transition plan (see next page) which provides for the gradual transition to teaching. If major deviations are necessary, consult with the university supervisor. Each student teacher progresses at their own rate; do not leave the student teacher alone if you are not comfortable.
- Be mindful that when the student teacher is teaching, all student interactions (questions, comments, etc) should be directed to them.
- CTs are strongly advised to also conduct the final evaluation at the midpoint as a non-graded assignment so the student teacher can appraise their progress. This will also serve as talking points regarding areas of strength and weakness.
- **STs may not be used as substitutes** and may only be left alone in the classroom when progress warrants and the CT is within hearing distance.
- Help the student teacher acclimate to the school by introducing him or her to the colleagues, other teachers, and administration. Also provide a comprehensive tour of the building including the equipment room and emergency exit routes.
- Arrange for the student teacher to observe other classes besides health and physical education, particularly focusing on highly effective teachers.
- Discuss classroom management and specific strategies that are ordinarily employed that the student teacher should continue to employ.
- Provide structure but also allow the student teacher to "stretch their wings" and deviate from some aspects of the program only after consulting with the cooperating teacher.
- Broaden the student teacher's use of teaching styles, instructional models, forms of assessment, and other effective practices.
- Communicate concerns early with ST early, use specific examples. Be direct yet supportive. To further support a ST, consider team teaching, detailed lesson plan critiques, and videotaping.
- Help and encourage the ST learn the names of students as this can be intimidating and difficult for some.
- Update the US of any concerns and the progress of the ST during each visit. Do not hesitate to contact the US, if the need arises.

Directions for Scoring Observation and Final Rubrics

Scoring:. First, select a level of performance, multiply the performance score in parenthesis (listed next to advanced, proficient, basic, or below basic) by the category weight in brackets (listed in the first column for each new row). As an example, assume that a ST scored a proficient in the following rubric. Multiply 3 for proficient by the weight of 1 for a score of 3 out of a possible 4. The 3 would be added to scores from other rows for the total score on the rubric. If you have questions, please ask your ST or the US.

Criteria	Proficient (4)	Developing (3)	Basic (2)	Below Basic (0)
Essential Content [1]	Essential content statement is correctly worded and strongly connected to the standard	**Essential content statement is correctly worded and connects to the standard**	Essential content is not accurately written and moderately connects to the standard	Essential content is not connected to the standard

Example Total: 3/4

If you have any questions or concerns regarding this form, feel free to discuss with the US. All forms can be emailed to the US.

TRANSITION PLAN – 1st PLACEMENT

Week	Classroom Expectations	Planning/Non-Teaching Expectations
1	▪ Observe and assist students ▪ Provide feedback to students ▪ Observe classroom routines ▪ Assist distributing equipment ▪ Take attendance	▪ Research material for the classes/topics you will teaching ▪ Ask CT about how they manage misbehavior ▪ Assist in all non-teaching duties such as correcting student work, entering grades, clerical duties etc. ▪ Discuss CTs expectations for the entire experience including grades & recording keeping ▪ Plan lessons for the two class you will be teaching in week 2
2	▪ Teach two specific classes/grade levels ▪ Consider team teaching or shadow-ing a previously taught lesson ▪ Work with individual students	▪ Plan lessons for the four classes/grade levels you will be teaching in week 3 ▪ Continue responsibilities from week 1
3	▪ Teach four classes/grade levels ▪ Ongoing previous responsibilities	▪ Plan lessons for all classes you will be teaching in week 4 ▪ Conduct midpoint assessment as a non-graded professional development exercise ▪ Continue responsibilities from previous week
4 - 6	▪ Full take-over of teaching load ▪ Ongoing previous responsibilities	▪ Take-over planning for all assigned classes ▪ **Planning and materials used for one class must be created independently by ST** ▪ Continue responsibilities from previous week
7	▪ Full take-over of teaching load ▪ Ongoing previous responsibilities	▪ **Planning and materials used for ALL classes must be created by ST (no materials supplied by CT)** ▪ Continued responsibilities from previous week ▪ Set up final evaluation meeting if possible with cooperating teacher, supervisor and ST ▪ Return all borrowed materials and clean workspace ▪ Enter final grades and return corrected work ▪ Complete the final evaluation and TIPR

TRANSITION PLAN – 2nd PLACEMENT

- Since STs have already taught for seven or eight week, the transition plan may be accelerated.

Helpful Hints for the Transition Plan

- Every ST is different, so they may progress faster or slower than the timeline outlined above. If however significant deviations occur from the takeover plan, consult the US.
- Start with the most compliant class or most familiar content thus helping the ST build confidence.
- The CT should urge the ST to self-evaluate daily
- Establish a regular time each week to meet and discuss the weekly conference form.

Allow the ST as much freedom as possible to experiment with ideas of his/her own or those gained from the student's readings or work at the university.

Observation of Teaching Rubric – PE Only (CT/US)

ST Name: _____ Grade : _____ Date: _____ School: _____

*****Point values are in brackets**

Criteria	Proficient (4)	Developing (3)	Basic (2)	Below Basic (0)
1.Lesson Introduc-tion [1]	Addresses what is being covered and why, clearly communicated	Too-brief rationale for what is being covered and why, slightly unclear	States what will be done in lesson but no discussion of why	Purpose of the lesson not communicated, lesson just starts
2.Clarity of Instructions [2]	Teacher provides clear and thorough directions throughout, no S confusion evident, all aspects of activity included	Teacher provides clear directions most of the time. slightly off or omitting some instructions or information needed	Teacher provides clear directions some of the time, some students are confused, demonstrations lead to undesired results	Teacher directions were not clear and did not use demonstration to clarify.
3. Verbal Qualities [2]	Audible, strong varied voice; word usage is clear and efficient; no fillers "um," vocab & cadence are appropriate for grade, proper grammar	Appropriate voice, occasional fillers, some varied intonation, generally clear, needs slightly modified vocab, ends with prepositions	Some difficulty in hearing ST, some confusion or rambling, clarity needs improvement , more use of fillers, words too difficult	Monotone, too low, frequent fillers, confusing word usage, vocabulary is inappropriate for grade of Ss, grammar/word usage is poor example
4.Know-ledge /Demos [3]	Strong, in-depth knowledge of concepts & skills, answers all questions, confident, excellent/viewable demos with appropriate cues	Comfortable with knowledge, skills, demos; could be more refined, comments to Ss accurate, too many or few cues or limited visibility	One or two minor errors in knowledge, skills, demos, feedback, or rules; difficulty breaking down skills or concepts for Ss, inaccurate cues	Major errors or multiple minor ones, unable to answer Qs, Ss recognize T inability, not up to date, unskilled demo, cues limit learning, can't see demo
5.Learning Activities [3]	Activities aligned with & support objectives, engage Ss in meaningful content; can optimally and effectively foster learning,	Activities taught meaningfully allow Ss to improve the desired tactic, some changes could result in more learning	Activities relate to desired learning but are limited in their potential to foster improvement, lecture or same activity throughout	Activities loosely related to topic, mostly busy work, unlikely students will improve much
6. Engagement [3]	Ss are highly engaged in all learning tasks, waiting and off-task are minimal, activities are of interest to Ss, many opportunities to respond (OTR's), pace/time is appropriate for learning,	Ss could be more actively involved through instructional changes; activities are appealing to a majority of the class, slightly excessive waiting, could use more/less time per activity	Limited use of engaging and interesting activities, frequent lost learning time, Ss disinterested, fewer opportunities to respond and improve, rushed or too slow at points	Activities mostly drills, boring, waiting and non-learning time are overly abundant, Ss can't wait for class to end, timing completely off, failed to recognize pace or activity change
7. Feedback [2]	Mix of general and specific comments relating to objectives; provides info about S strengths & weak-nesses, continuous throughout lesson, praises positive outcomes /behaviors, uses whole class feedback on occasion	Feedback to students is general but provides some info about their learning strengths and weaknesses, intermittent throughout a lesson, generally negative or neutral feedback, limited whole class feedback or redirects	Amount and quality of feedback negatively impacts S learning, is limited, unlikely to improve performance, lots of "goods", occasional feedback, consistently negative, no whole class feedback or redirects	Teacher provides directions and "sits back" until next task or incorrect feedback provided, abrasive feedback, incorrect feedback

Criteria	Proficient (4)	Developing (3)	Basic (2)	Below Basic (0)
8. Transitions [2]	Transitions are purposeful and efficient, seamless; Ss not confused; time not wasted, effective changes in grouping & organization	Transitions and handling of materials occur smoothly most of the time with little loss of instructional time	Transitions are at times disorderly or inefficient, better management of Ss , groupings or materials are needed	Significant time is lost during transition, disorderly, a mess
9.Class Manage-ment [2]	Notices and addresses off-task Ss, uses appropriate intervention, minimized disruption, effective routines, consequences applied consistently	Ss generally on task, some missed or not addressed off-task behavior, a few Ss not engaged or not following rules, routines helpful, consequences OK	Ss talking often or playing with equipment, somewhat ineffective strategies, little structure to address off-task behavior, routines needs improvement	Teachers fails to notice or take action, negative classroom, repeated off-task behaviors, ineffective, loss of control, fails to administer consequence
10.Class Environ-ment [1]	Classroom interactions are highly respectful , encour-aging & positive, Ss help maintain civility, + rapport	Interactions reflect general caring and encouragement, respectful of differences among Ss, OK rapport	Generally appropriate and free from conflict, charac-terized by occasional displays of insensitivity.	Negative or inappropriate and characterized by sarcasm, putdowns, or conflict, no rapport w/ Ss
11.Teacher Movement [1]	Sees all Ss during the entire lesson, keeps back to wall, moves consistently to all parts of space, moves when necessary	Sees majority of Ss, occasionally Ss to back of teacher, moves periodically or is slow to move when necessary	T position frequently puts Ss to back, generally stays in one area (“favorite spot”), does not move/ use proximity when needed	T often cannot see all Ss, stays in same place throughout class
12.Teacher Presence [1]	Verbal and non-verbal demeanor demonstrates enthusiasm and eager involvement in the class	Engaged with Ss but not in an eager or motivating fashion	Disconnect from students, putting in time/going through motions	Present but appearing disinterested or impassioned, harsh towards students
13.Professi onalism [1]	Appropriate language usage, attire, grooming, and timeliness, appropriate interactions with all Ss	Slight deviations from desired professionalism	Relates to S as a friend, lack of seriousness, attire or grooming questionable, slightly untimely	Flippant language, “who cares” attitude, unshaven or unkempt, late
14. Closure [1]	Addresses and aligned with major concept or skills, involved Ss, higher order Qs	Take home message could be stronger or more aligned with lesson’s major content or essential content	Loosely linked or fails to address one or several important aspects of the lesson, questioning is elementary, rushed	No purposeful closure was conducted, class ended and students left
Deductions: -20 if lesson plan not provided prior to or at time of observation, other deductions at discretion of CT or US including quality of lesson plan				

Points Earned = _____/100

COMMENTS: Please use the back of this form.

Observation of Teaching Rubric – Health Only (CT/US)

ST Name: _____Grade____ Date: _____ School: _____

*****Point values are in brackets**

Criteria	Proficient (4)	Developing (3)	Basic (2)	Below Basic (0)
1. Lesson Introduction [1]	Clearly communicates an engaging student-centered focus event that captures all students' attention	Conducts a focus event; not as clearly communicated; less student engagement	Introduction explanation weak; minimal student engagement	No lesson introduction conducted
2.Clarity of Instruc-tion [2]	Teacher provides clear and thorough directions throughout, no S confusion evident, all aspects of activities included	Teacher provides clear directions most of the time. slightly off or omitting some instructions or information needed	Teacher provides clear directions some of the time, some students are confused, demonstrations lead to undesired results	Teacher directions were not clear and did not use demonstration to clarify.
3. Verbal Qualities [2]	Audible, strong varied voice; word usage is clear and efficient; no fillers "um," vocab & cadence are appropriate for grade, proper grammar	Appropriate voice, occasional fillers, some varied intonation, generally clear, needs slightly modified vocab, ends with prepositions	Some difficulty in hearing ST, some confusion or rambling, clarity needs improvement , more use of fillers, words too difficult	Monotone, too low, frequent fillers, confusing word usage, vocabulary is inappropriate for grade of Ss, grammar/word usage is poor example
4.Know-ledge [3]	Strong, in-depth knowledge of concepts & skills, answers all questions, confident	Comfortable with knowledge, skills; could be more refined, comments to Ss accurate	One or two minor errors in knowledge, difficulty breaking down or concepts for Ss	Major errors or multiple minor ones, unable to answer Qs, Ss recognize T inability, not up to date
5. Instructio nal Tasks-Promote Learning [2]	Instructional tasks aligned with & support objectives, engage Ss in meaningful content; can optimally and effectively foster learning,	Instructional tasks taught meaningfully allow Ss to improve, some changes could result in more learning	Instructional tasks relate to desired learning but are limited in their potential to foster improvement, lecture or same activity throughout	Instructional tasks loosely related to topic, mostly busy work, unlikely students will improve much
6. Instructio nal Tasks -Engage-ment [3]	Ss are highly engaged in all learning tasks, teacher uses multiple instructional formats, pace/time is appropriate for learning,	Ss could be more actively involved through instructional change, could use more/less time per activity, activities appeal-ing to a majority of class	Limited use of engaging and interesting activities, frequent lost learning time, Ss disinterested, rushed/ too slow at points	Mostly boring lesson, ample lost learning time, Ss can't wait for class to end, timing completely off
7. Question-ing [2]	Asks meaningful challenging Qs that elicit a variety of S responses,	Asks questions and CFU but questions slightly too easy or hard, narrow or lower level questions more abundant, could wait a bit longer	Checks for understanding (CFU), but asks a general question, easy questions, somewhat rhetorical Qs,	Does not check for understanding during the lesson or simply provides Ss the answer, little wait time employed (answers Qs for Ss)
8. Feedback and Interac-tion w/ Ss [2]	Uses ample amount of feedback, interacts frequently with Ss, uses "shaping" responses and redirects	Could use more feedback or interactions throughout lesson, generally neutral feedback, over-reliance on whole class or individual feedback	Amount and quality of feedback and interactions negatively impacts S learning, consistently negative or management focused, no whole class feedback or redirects	Teacher provides directions and "sits back" until next task, little interaction, abrasive feedback, incorrect feedback
9. Trans-itions [1]	Transitions are purposeful and efficient, seamless; Ss not confused; time not wasted, effective changes in grouping & organization	Transitions and handling of materials occur smoothly most of the time with little loss of instructional time	Transitions are at times disorderly or inefficient, better management of Ss , groupings or materials are needed	Significant time is lost during transition, disorderly, a mess

	Proficient (4)	Developing (3)	Basic (2)	Below Basic (0)
10.Class Manage-ment [2]	Notices and addresses off-task Ss, uses appropriate intervention, minimized disruption, consequences applied consistently, classroom environment civil and respectful	Ss generally on task, some missed or not addressed off-task behavior, a few Ss not engaged or not following rules, routines helpful, consequences OK	Ss talking often or off-task, somewhat ineffective strategies, little structure to address off-task behavior, class environment negative or Ss not civil towards one another	Teachers fails to notice or take action, negative classroom, repeated off-task behaviors, ineffective, loss of control, fails to administer consequence, use of sarcasm put-downs
11.Teach er Move-ment [1]	Sees all Ss during the entire lesson, keeps back to wall, moves consistently to all parts of space, moves when necessary	Sees majority of Ss, occasionally Ss to back of teacher, moves periodically or is slow to move when necessary	T position frequently puts Ss to back, generally stays in one area ("favorite spot"), does not move/ use proximity when needed	T often cannot see all Ss, stays in same place throughout class
12.Profes sionalism [1]	Appropriate language usage, attire, grooming, and timeliness, appropriate interactions with all Ss	Slight deviations from desired professionalism	Relates to S as a friend, lack of seriousness, attire or grooming questionable, slightly untimely	Flippant language, "who cares" attitude, unshaven or unkempt, late
13.Teach er Prese-nce [1]	Verbal and non-verbal demeanor demonstrates enthusiasm and eager involvement in the class, promotes positive rapport	Engaged with Ss but not in an eager or motivating fashion	Disconnect from students, putting in time/going through motions, not really building rapport	Present but appearing disinterested or impassioned, harsh towards students, no rapport with Ss
14. Closure **[2]**	Addresses and aligned with major concept or skills, involved Ss	Take home message could be stronger or more aligned with lesson's major content or essential content	Loosely linked or fails to address one or several important aspects of the lesson, questioning is elementary, rushed	No purposeful closure was conducted, class ended and students left
Deductions: -20 if lesson plan not provided prior to or at time of observation, other deductions at discretion of CT or US				

Points Earned = _____/100

COMMENTS: Please use the back side of this form.

WEEKLY CONFERENCE FORM

ST: **CT:** **School:** **Date:**

CTs should complete this form once per week, later in the week if possible, and conference afterwards with the ST to discuss the results. The emphasis is on constructive feedback and gradual improvement over time. A copy of each weekly conference form must be submitted to US.

Please use the following scale to rate the student teacher according to the respective categories.

4 = Exceptional, goes beyond an average student teacher
3 = Performing as expected for this point in the placement
2 = An area of weakness that needs some improvement
1 = Performance is far from expected performance, considerably weak

	Rating	Comments
Planning - Written Lesson Plans (LPs)		
Floor Presence & Movement		
Organization		
Class Control		
Flexibility In Teaching		
Preparation For Lesson Activities		
Learning Activities		
Feedback		
Appearance		
All LPs Provided Two Days in Advance? Yes_____ No_____		
Please report any late arrivals to school and provide the date the your student teacher was late. Date(s):_____		

CT: Provide at least one comment for each of the following:

Strengths Observed:

Area(s) Needing Improvement:

SIGNATURE PAGE

ST _____ CT _____

Cooperating Teachers – signify statements one and two are correct by signing next to each statements and then indicate how many times the ST was late or absent followed again by your signature.

	Signature	Date
The ST created and provided the cooperating teacher the physical education block plan and a minimum of 3 lesson plans by **week 3** of the placement.		
The ST created and provided the cooperating teacher the health education block plan and a minimum of 3 lesson plans by **week 3** of the placement.		
The ST created and administered the required assessments as described in the impact on student learning assignment (do not count peer/self-assessments)	_____	_____
Indicate the total number of days the ST was absent: _____	_____	_____
Indicate the total number of days the ST was late: _____	_____	_____

FINAL EVALUATION

Completed during the last week of student teaching and based upon the ST's overall performance. If a ST has more than one CT, both CTs complete separate final evaluations and the scores are averaged into one score. The University Supervisor (US) also completes a final evaluation.

ST:_____ CT:_____ US:_____

Content Knowledge & Skill				
	Proficient (4)	**Developing (3)**	**Basic (2)**	**Below Basic (0)**
1. H&PE Content Knowledge/ Competence [4]	Exhibited an in-depth knowledge and ability related to skills, strategies, & health-related fitness (HRF) across wide range of activities; content was accurate, highly effective skill demonstrations (e.g. tennis serve)	ST developing mastery of content through specific corrective steps (not giving up), frequently sought additional resources, HPE content knowledge is "mostly there," lacked some confidence in demos	ST lacked sufficient CK about some or most of the content, minimally sought additional resources for improvement, demonstrations were often erroneous, unable to answer questions or effectively demonstrate.	Cognitive and psycho-motor CK is poor, is attempting to teach CK when vastly underprepared, poor health-related fitness
2. Critical Elements (CEs) [1]	Analyze skills to create appropriate CEs (quality, quantity)	Appropriate number of cues although important cues are sometimes absent or unimportant cues are sometimes included,	Provides too many or too few CEs	Often selects erroneous CEs that will hinder student learning
Classroom Environment/Class Management				
3.Behavioral Expectations and Monitoring Ss [1]	High expectations for S behavior, standards con-sistently enforced; pro-active/ prevents problems, firm yet supportive, notices off-task behavior	Standards of behavior somewhat unclear, some Ss did not know what was expected, should have prevented more problems	ST often aware behavior expectations were being violated but did not step in and address the problem, some "withitness" issues	Standards of behavior were unclear, incomplete and/or inappropriate. ST did not monitor or become aware of misbehavior, frequently misses off-task
4. Responding to Student Behaviors Effectively [3]	Used a variety of effective interventions (proximity, consequences, name in sentence, redirection etc.), tailored intervention for circumstances (not same strategy every time)	Used but may overuse one or two behavioral management strategies. Interventions generally were effective and sensitive to student differences	Interventions worked for a short time but off-task behavior usually continued. Different approaches needed but not attempted. Reticent to address problems	Inconsistently or incorrectly used behavioral management strategies. Loss of control. Made situations worse. Not ready for own class
5. Rapport with Students [2]	Maintained appropriate adult/S interaction, approachable, positive, students respected teacher	Maintained appropriate & professional adult/student interactions, some lack of connection with Ss or colleagues	Little rapport with Ss or related with only selected students	Had none or had inappro-priate relationships with students; awkward with students, taught and then disconnects, belittles Ss
6. Fostering a Learning Community [1]	ST established a climate of fairness and respect, reinforces positive behaviors, promotes success, all Ss feel comfortable, models expected behaviors, equitable regardless of race, gender, ability etc., does not single out Ss	Overall class was positive with some minor exceptions; most Ss felt safe and comfortable but not all; slight favoritism towards certain groups	Class climate was neutral, a group of students were not demonstrating a positive classroom climate the and ST did little to address and remediate; some instances of insensitivity, exclusion, or derision were not addressed by the ST.	Repeated negative interactions with a group of Ss, occasionally singles out Ss, climate negative or demeaning at times. Not sensitive to individual differences. Consciously biased in terms of race, gender, ethnicity, SES, or other status

Planning				
7. Lesson Objectives [1]	ST effectively wrote objectives that were student centered, with a clear and observable outcome, neither too easy nor difficult	ST mostly employed clear and observable outcomes. Some errors relating to action words or conditions. Overemphasis on specific standards.	Too many or too few, little focus on learning, vague, somewhat confusing, mostly lower order skills or knowledge concepts)	ST had difficulty writing objectives, written more from the perspective of what students will be doing rather than learning.
8. Lesson Tasks/ Activities [3]	Ample opportunities for Ss to improve, aligned with lesson objectives, many opportunities to respond, resulted in optimal learning, creative, innovative, engaging	Activities taught meaningfully allowed students to improve but generally could be more effective with repeated modifications	Activities taught relate to desired content but are limited in their potential to foster improvement, resulted in some improvement, boring, little progress	Activities loosely related to topic, mostly busy work, unlikely students will improve much, failed to engage students
9. Differentiat-ion & Varied Method-ology [2]	Effectively addressed a wide variety of teaching styles, learning styles, models (sport ed, tactical games), equipment & lec-ture strategies to engage wide variety of Ss. Diversified practice.	ST developed a tried and true format and attempted some different instructional formats, some consideration for high and low performers or attempts to expand practice	ST generally used the command or practice style in PE and the lecture in health. Class became somewhat repetitive for students, lesson designed mostly for average student	Little variation in instructional practice, teaching styles, materials, and formats to meet student needs
10. Planned Modifica-tions [1]	Consistently planned effective variety of strategies for Ss with disabilities (rules, groupings etc.), strategies specific to disability(ies)	ST was developing competence accommod-ating Ss with disabilities, repeatedly tried strategies that didn't work, lacking some creativity	Accommodations somewhat generic or impractical. Incomplete, not well correlated to Ss needs or disability, didn't fully understand disability	Planned lessons as if no student had special needs, excluded student from lesson content (kept score), classes as if no S had special needs.
Instructional Delivery				
11. Communi-cation [2]	Clear, concise, age appropriate and thorough directions, no confusion, conveys respect and sensitivity, all directions included, audible to all , visual are clear, excellent grammar, free from slang	Activities explained clearly, Ss less sure of what was required, could be explained for succinctly, major directions included, words may be too advanced, occasional poor grammar	Teacher provided clear directions most of the time, omitted some instructions, excessive use of fillers (um, er), low volume often, on rare occasional disrespectful or insensitive to Ss	Frequently forgot major directions leading to student confusion, immature or unprof-essional language, not able to be heard often, disdain or frequent disrespect
12. Lesson Introduction [1]	ST consistently explained purpose or context of lesson, motivated Ss, set expectations, Ss saw content as relevant	ST explained in what the class will be engaged but occasionally didn't provide a rationale, purpose, or context	Minimal initiation, rushed or not well thought through. Little effort, if any to explain the rationale or context, no motivation	Initiation often absent, ST often skipped directly to the first activity, no connection to rationale, purpose or context
13. Promoted Independent Thinking [1]	Engaged Ss through questioning, assisted Ss by consistently prompting, rephrasing, or probing for clarification. Adequate wait time	Used questions and activities that promoted independent thinking but often lacked the ability to adjust when the level was too easy or challenging	Attempted on occasion to promote independent thinking but not effective. Inconsistent providing adequate response time	Ss were expected simply to restate expectations or concepts explained or demonstrated by the teacher. No time for students to respond.
14. Engagement [2]	Ss highly involved, wait time kept minimal, often used small sided activities	Some lost instructional time due to instructional design or waiting	Many students to "check out," large scale activities/few OTR's	Mostly standing or talking to others, hardly involved in learning tasks
15. Transitions [1]	Purposeful and efficient, seamless; time not wasted Ss not confused; effective changes in grouping, organization & equipment	Transitions and handling of materials occur smoothly most of the time with little loss of instructional time	Transitions are at times disorderly or inefficient, better management of Ss , groupings or materials needed	Significant time is lost during transition, disorderly, a mess, hard getting student attention back

16. Monitor & Adjust [1]	Monitors/modifies lesson as appropriate, highly responsive to S input/ performance; flexible	Made some adjustment for time, space, materials etc. Somewhat slow to make adjustments	Focused simply on Ss being on-task and following lesson plan, didn't like adjusting	No adjustments even when they are obviously necessary, follows failing plan; inflexible
17.Teacher Movement [1]	Consistently moved throughout the teaching space including corners and the center	Moved around the classroom but generally did so less frequently or with inadequate coverage	Generally stayed in one section or half of the gym or classroom, some movement	Teacher tended to remain stationary most of the class, some movement, mostly "planted"
18.Enjoy-ment [2]	Students enjoyed vast majority of lessons taught	Activities appealed and were enjoyed by a majority of the class	Little enjoyment & fun, predictable, disinterested, mostly filling in handouts	Activities were mostly drills, boring, little variety
19. Technology [1]	Demonstrates mastery of several current technologies; effectively incorporates into planning & instruction,	Some mastery but more narrowly focused, minor error(s) in the operation of technology(ies)	Major and repeated operation errors, lacking creativity, didn't use an available technology to promote learning	Technology is not utilized in the classroom or technology detracts from student learning instead of augmenting it
20. Closure [1]	Used challenging, higher order Qs to reviews EC or objectives, creative, consistently involves Ss	Closures reviewed objectives, overly teacher centered, not especially challenging for students.	Closure often was rushed, generic, or not challeng-ing, stated what was done, restated skill cues	Closures often skipped or not evident due to poor time management
Feedback				
21. Feedback Amount and Type [3]	Feedback to students was a mix of general, specific, and corrective comments; frequent and timely interactions, uses group feedback well, equitable	Feedback to students was again a mix of general and specific but was not frequent or timely enough, needed to provide more specific or corrective	Feedback was general and provided limited info about S performance. Lack of feedback impairs learning, does not like to use group feedback.	Teacher mostly explains directions and "sits back" waiting to explain next activity, obvious spots where feedback needed but not provided
22. Skill Analysis [2]	Correctly identified important performance mistakes and prioritized relevant feedback	Correctly identified mistakes but feedback was sometimes confusing, verbose or inadequate	Could determine "something was not right" but not exactly what	No or little idea how to respond to skill performance errors
Professionalism and Other				
23. Appearance [2]	ST knew and consistently followed established attire and grooming standards as outlined in the student teaching manual both in and out of the classroom	Infrequent attire irregularities including plain T-shirts, unshaven, messy hair, disheveled or baggy clothes, dirty. Mostly projected a professional image	ST's attire sometimes did not fit professional norms or those established by WCU. Had to be occasionally reminded of dress code	ST did not appear to know or follow established conventions. Wore inappropriate or immodest apparel; did not consistently follow good grooming guidelines
24. Energy, Enthusiasm & Attitude [2]	Consistent energy and enthusiasm for teaching and the subject, inspiring to Ss, positive attitude, eager involvement w/ Ss	Ready to go each day, receptive to students, conveys the subject matter, some positive energy towards teaching	Energy and enthusiasm for teaching and subject matter were inconsistent, sometimes disinterested	Wall flower, passing time, not remotely enthusiastic about subject matter or Ss, waiting for the end of the day, harsh to Ss
25. Punctuality and Depend-ability [1]	Reported to the school on time, and completes work in a timely manner, quality first attempts. Made preparation at least two days in advance for all teaching	Late once in a great while, fulfills all professional responsibilities, was well-prepared, submitted work is 90+% done	Late minimally several times or severely once, sometimes well prepared, planning not always submitted two days in advance, submitted work should be more polished	Was continually late; often unprepared, has left early, work was substand-ard & required significant and consistent changes to be classroom ready, had to "pull" work out of ST
26. Collabor-ation [2]	Consistently collaborated well & or build relation-ships w/ others; routinely shared resources, partici-pated in professional dev., went extra mile	ST was developing the ability to effectively collaborate with colleagues, professionals, and parents in ways that benefited students	Showed some interest in collaboration with other professionals, did not attend all professional development opportune-ities required of CT	ST rarely consulted, or inappropriately consulted with other colleagues, professionals or parents to benefit students, did the bare minimum

Reflection				
27. Self Reflection [2]	Independently made accurate appraisals of effectiveness using data, initiated positive change, offered alternatives for ineffective practice, sought outside resources	ST needed some support from CT or US to accurately reflect. Usually made necessary adjustments.	ST missed a major deficiency or incorrectly evaluated an ineffective practice. Generic reflections. Didn't utilize data from assessments	ST failed to accurately reflect on the lesson by identifying positive actions and those in need of correction; did not know if lesson was effective in reaching goals
28.Utilizes Constructive Criticism [2]	Sought out constructive criticism and implemented change as soon as possible, mature	Listened attentively to constructive criticism and made use of some feedback	Sometimes open to constructive criticism; occasionally made excuses	Unreceptive to constructive criticism; blamed others for problems

Points Earned = _____/192

Written Evaluation: Please comment on the back side of this form or a separate sheet (your comments aid the US in evaluating each ST)

HONORARIUM FOR COOPERATING TEACHERS

An honorarium is provided to cooperating teachers by West Chester University as set forth by the State System of Higher Education:

Teachers who have mentored WCU student teachers for l**ess** than two full or four half semesters receive:

- $100.00 for one half semester (August to October or October to December)
  (January to May or March to May)

- $205.00 for one full semester (August to December)
  (January to May)

Beginning the third semester, teachers who have mentored WCU student teacher candidates for **more** than two full or four half semesters, receive:

- $225.00 for one half semester (August to October or October to December)
  (January to May or March to May)

- $450.00 for one full semester (August to December)
  (January to May)

You will receive an email from the Office of Field Placement and Student Teaching. Contact person - Judy McKeeman 610-436-3425 jmckeeman@wcupa.edu - regarding applying for your honorarium.

Section IV
UNIVERSITY SUPERVISOR

Supervisor Responsibilities

General Responsibilities:

- Conduct a minimum of three graded lesson observations during the elementary placement and a minimum of two health education and two physical education observations during the secondary placement. A post-observation conference must follow each observation.
- Act as a liaison between the ST and CT and the school district while fostering good relationships between all parties.
- CT and US conduct one joint graded observation with a follow up conference including the ST, CT, and US.
- Provide written documentation including points earned for each observation to the ST in a timely manner.
- Observe more frequently if the ST or CT needs additional support.
- Respond to ST and CT emails in a timely manner to assure effective communication.
- Attend scheduled Seminars.
- Assess ST lesson plan prior to, during, or immediately after observing a lesson.
- Review ST Lesson Plan Portfolio if necessary.
- Complete Travel Vouchers every month and submit to Wendy Showers.

Week one of placement:

- Begin to develop a working relationship with the CT.
- Check that ST has given US Personal and School Information sheet

Week three to four of placement:

- Observe ST in different settings: variables include, grade, topic, area, class management context.

Week seven of placement:

- Complete the TIPR's on Live Text and PDE 430s
- Conference with ST regarding final grade for the placement
- Grade all T2K assignments

Last week of the second placement:

- Conference with ST regarding final evaluation
- Produce a letter of evaluation/recommendation if appropriate

DOCUMENTATION AND ATTENDANCE CHECK SHEET

Name _____

Placement #1: _____ CT:_____

Weekly Schedules: (8)

1st week _____ 2nd week _____ 3rd week _____ 4th week _____

5th week _____ 6th week _____ 7th week _____ 8th week _____

Weekly Conference forms: (7)

1st week _____ 2nd week _____ 3rd week _____ 4th week _____

5th week _____ 6th week _____ 7th week _____

Observation of Teaching Rubrics from CT (3 or 4)

1st Observation _____ 2nd Observation _____ 3rd Observation _____ 4th Observation_____

Other:

Final Evaluation _____ 430 _____ TIPR ST_____ TIPR CT _____ E-Best _____

Personal Information Sheet _____ Health LP on T2K_____

Seminar Absences _____ Signature Page _____

Placement #2: _____ CT:_____

Weekly Schedules: (8)

1st week _____ 2nd week _____ 3rd week _____ 4th week _____

5th week _____ 6th week _____ 7th week _____ 8th week _____

Weekly Conference forms: (7)

1st week _____ 2nd week _____ 3rd week _____ 4th week _____

5th week _____ 6th week _____ 7th week _____

Observation of Teaching Rubrics from CT: (3 or 4)

1st Observation _____ 2nd Observation _____ 3rd Observation _____ 4th Observation _____

Other:

Final Evaluation _____ 430 _____ TIPR ST_____ TIPR CT _____ E-Best _____

Personal Information Sheet _____ Health LP on T2K_____

Seminar Absences _____ Signature Page _____