

**SUNY Cortland Physical Education Department**  
**EDU 456&457 / PED 658&659\*: Student Teaching in Physical Education**

**Course Information:**

Credit Hours: 14.0

Semester/Year:

Location: Off-campus

Texts/Bibliographic Materials Required:

Student Teaching Handbook and department materials

**Professor Information:**

Instructor:

Phone:

Office Location:

Email:

**Course Description:**

(A) Full semester of supervised teaching in grades K-12, Prerequisites: EDU 255, EDU 256, EDU 355, EDU 454, PED 308, PED 356, cumulative GPA of 2.80; portfolio acceptance; successful completion of CARR, SAVE and DASA Workshops; all professional block courses leading up to student teaching with no grade lower than a C. Co-requisite: EDU 456&457. (14 cr. hr.). For MST Students, all coursework must be completed prior to starting student teaching.

\*PED 658 includes both the seminar and the students teaching experience. Graduate students will participate in seminar activities just like the EDU 456 students.

**Course Attendance Policy:**

Candidates are required to attend all sessions. Special permission for emergencies or unavoidable pre-arranged absence must be obtained from the student teaching supervisor and cooperating teacher.

**Evaluation of Student Performance:**

The evaluation of the candidate is the responsibility of the college supervisor and is based on collaboration with the mentor teachers for the performance appraisal as well as successful completion of written assignments and demonstration of appropriate professional dispositions. (CF: Knowledge Base, Standards, Professional Commitments, Assessment, Technology, Diversity)

Below are **YOUR** directions for completing the STE and Student Dispositions may be found on Watermark Directions for sign-in and completion may be found at:

<https://www2.cortland.edu/teacher-education/field-placement/ste-dates.dot>

<http://www2.cortland.edu/departments/physical-education/student-teaching-information.dot>

**EVALUATION**

**GUIDANCE Honors:**

Candidates who demonstrate outstanding performance on both components of evaluation, performance appraisal and projects, receive a grade of “H” (Honors) as outlined in the appraisal forms and project requirements. Candidates must earn percentage range ratings on all evaluation items by the end of their second placement and consistently demonstrate dispositions essential to becoming an effective professional in order to receive an honors rating. Candidates must demonstrate knowledge, skills, and dispositions beyond the basic requirements to earn the honors rating.

**Satisfactory:**

Candidates who demonstrate satisfactory performance on their performance appraisal and projects receive a grade of “S” (Satisfactory) as outlined in the appraisal forms and project requirements. Candidates also receive a grade of “S” if they receive the percentage range grade on either the performance appraisal or

the projects and “a” satisfactory on the other. Candidates must earn at least an “acceptable” rating on all evaluation items by the end of their second placement and demonstrate dispositions essential to becoming an effective professional in order to receive an overall rating of satisfactory.

### **Unsatisfactory:**

Candidates who do not demonstrate satisfactory performance on their performance appraisal and/or projects receive a grade of “U” (Unsatisfactory) as outlined in the appraisal forms and project requirements. Students who receive a grade of “U” and wish to repeat the course must request permission from the department chair (see special circumstances below).

### **Incomplete grades:**

Candidates who demonstrate satisfactory performance, ***BUT because of circumstances beyond their control*** need an extension to complete required assignments or to make up days missed due to approved absences, receive a grade of “INC” (Incomplete). These circumstances may include serious illness, death in the family, family emergency or other major personal or school event. Documentation of the circumstance must be provided by the candidate. Difficulties with technology, failure to maintain a Watermark license, working, or coaching responsibilities are not acceptable excuses for failure to complete requirements (see UNSATISFACTORY).

An INC may also be assigned if the candidate’s placement was extended for any reason.

### **Withdrawals:**

Candidates who demonstrate satisfactory performance and wish to withdraw from student teaching receive a grade of “X” (has no credit for student teaching and no effect on grade point average) as long as they complete the withdrawal form with appropriate approvals by the deadline.

### **Special circumstances:**

A candidate may be removed from the placement at any time during the student teaching experience if the cooperating teacher or school administrator requests it. The candidate may also be removed at any time when the college supervisor determines that a candidate's progress is not satisfactory and that minimal competence cannot be achieved or, in the judgment of the college supervisor, the candidate's presence in the classroom is detrimental to the public school class. In each case, the candidate will receive a grade of “U” (unsatisfactory) for the student teaching experience.

Candidates who for any reason do not obtain credit for student teaching and who seek to repeat the student teaching experience, must seek permission from his/her major department chair to re-enroll in the course. If such permission is granted, the candidate must **re-register for the course** and repeat the entire procedure involved in applying to student teach again. The candidate must adhere to the remediation policy outlined in the Student Teaching Handbook.

### **Grading**

<b>Assessment</b>	<b>Developing</b>	<b>Competent</b>	<b>Proficient</b>
<b>STE’s (averaged)</b>	0-55%	56%-84%	85%-100%
<b>TPA</b>	0-62%	62%-82%	82%-100%
<b>Written Work (One Drive Docs)</b>	Some parts are completed, little to no details displayed in the information and content. Vague or no relevance and	All parts are completed with minimal details displayed of the information and content. Supporting artifacts & materials presented are	All parts are completed with detailed display of information and content. All supporting artifacts & materials presented are clear and sequential.

	sequence to the supporting artifacts & materials.	developed and relevant.	
<b>Affect</b>	Often needed reminders for professional appearance and communication. Often is defensive with feedback and suggestions. May struggle to implement changes.	Professional in appearance, communication and ability to occasionally receive, reflect and utilize feedback. Attitude and involvement are what is expected.	Professional in appearance, communication and ability to actively receive, reflect and utilize feedback. Goes above and beyond with engagement and enthusiasm.

<b>Grading</b>	
<b>Honors (H)</b>	PROFICIENT in at least 3 assessment categories and no DEVELOPING score.
<b>Satisfactory (S)</b>	COMPETENT scores on at least 2 assessment categories (1 could be PROFICIENT) and not more than 1 DEVELOPING.
<b>Unsatisfactory (U)</b>	DEVELOPING scores in at least 2 category assessment area

### **Goals/Objectives of the Course:**

The candidate will:

1. Demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective preK-12 physical education program. (SHAPE 1.a, 1.b, 1.c, 1.d, 1.e, 1.f) (CF: Content Knowledge, Standards).
2. Apply content and foundational knowledge to plan and implement developmentally appropriate learning experiences aligned with local, state and/or SHAPE America's National Standards and Grade-Level Outcomes for K-12 Physical Education through the effective use of resources, accommodations and/or modifications, technology and metacognitive strategies to address the diverse needs of all students SHAPE: 3.a, 3.d, 3.f) (CF: Content Knowledge Standards).
3. Demonstrate an understanding of how individuals differ in their approaches to learning and creates appropriate instruction adapted to individual differences based on information from appropriate services and resources. (SHAPE 3.d) (CF: Diversity, Social Justice).
4. Demonstrate an understanding of individual and group motivation and behavior by creating a safe (physical, emotional and psychological) learning environment that supports and encourages positive personal and social behaviors, active engagement in learning, intrinsic motivation and learner reflection. (SHAPE 4.c, 4.d) (CF: Standards).
5. Engage students in meaningful learning experiences through effective use of pedagogical skills. They use communication, feedback, technology, and instructional and managerial skills to enhance student learning. (SHAPE 3.f, 4.a) (CF: Technology).
6. Plan for and manage resources to provide active, fair and equitable learning experiences. (SHAPE 3.c).
7. Develop short and long-term plans and implement a variety of developmentally appropriate instructional roles and strategies, including demonstrations of physical activities, using appropriate cues and prompts to assist individuals in becoming physically educated through appropriate learning experiences. (SHAPE 3.b, 3f) (Standards).
8. Analyze motor skills and performance concepts through multiple means (e.g., visual observation, technology) in order to provide specific, congruent feedback to enhance student learning.

(SHAPE 4.e) (CF: Assessment).

9. Demonstrate an ability to be a reflective practitioner who evaluates the effects of his/her actions on others (e.g., learners, parents/legal guardians and other professionals in the school/learning community) and seeks opportunities to grow professionally. (SHAPE 6.a, 6.b) (CF: Professional Commitments).
10. Describe strategies, including the use of technology, for the promotion and advocacy of physical education and expanded physical activity opportunities. (SHAPE 6.c) (CF: Professional Commitments).

### **Field Experiences:**

According to NYS regulation 52.21(b), this student teaching experience provides candidates with experiences in a variety of communities and across the range of student developmental levels of the certificate, experiences practicing skills for interacting with parents or caregivers, experiences in high need schools, and experiences with each of the following student populations: socio-economically disadvantaged students, students who are English language learners (possible), and students with disabilities (possible).

### **Teacher Education Candidacy and Self-Disclosure Statement:**

You are required to disclose any violation of the *Code of Student Conduct* and/or Academic Integrity Policy. In addition, you are required to disclose all incidents for which you have been convicted and found guilty of violating federal, state, and/or local laws (this would include incidents which have been "adjourned in contemplation of dismissal" (ACD or ACOD). Disclosures must be made to the Associate Dean of the School of Professional Studies.

If you have been charged with driving while intoxicated (DWI), drug possession, a crime against a child, or physical assault, you must report these charges to the Associate Dean within five business days of the charges being made. Due to the egregiousness of these charges the TECRC will delay field experience or student teaching if it is determined your behavior would damage the reputation of SUNY Cortland's teacher preparation programs and/or be a risk to faculty, staff, and students in public schools.

***During student teaching***, you must disclose any charge of an alleged violation of the Code of Student Conduct, Academic Integrity Policy, and/or any arrest to the Associate Dean within five (5) business days. Failure to disclose within five business days may result in removal from or delay of fieldwork, removal from or delay of student teaching.

### **Dress Code:**

**In Schools:** Teacher candidates are preparing for a field where dress is relatively conservative and they should dress accordingly in their role as pre-service teachers. When teaching in physical education classes, collared shirts with shorts or slacks (e.g. golf type or Dockers) or a professional looking warm-up are considered appropriate. Clothing should fit comfortably to allow for movement and demonstrations. Clothing should be clean and neat in appearance. Logos or printing on clothing should not be distracting and any message in the print should be suitable for children. Sweat pants, street shoes, jeans, cut-off shorts, and T-shirts are not appropriate for teaching.

### **Academic Integrity Statement:**

All students are expected to uphold academic integrity standards. Plagiarism, a serious academic offense, is defined as taking the ideas of others and using them as one's own without due credit. Students who cheat in examinations, course assignments, or plagiarize in this course may be disciplined in accordance with university rules and regulations. (College Handbook, [Chapter 340](#).)

### **Classroom Technology Use:**

Teacher candidates are expected to use technology (cell phones, iPads, computers, etc.) appropriately within the classroom. Using the devices to create an audio, video, or photographic recording without permission and sharing of information for non-instructional purposes is prohibited. Cell phones should be

silenced during class. Teacher candidates who use technology for cheating, threatening, or harassing purposes will be reported for SUNY Cortland Code of Conduct violations. Additionally:

- Email etiquette: Your professor/supervisor is not your Facebook friend, professionalism should be shown in person AND online. This online guide will help you to write a professional email to your professor. <http://www.usnews.com/education/blogs/professors-guide/2010/09/30/18-etiquette-tips-for-e-mailing-your-professor>
- Technology issues: Problems with technology are not an acceptable excuse for late submission of your assignments. You MUST assume that technology will fail you at some point. You cannot and should not assume that everything will go smoothly when it comes to the internet, e-learning course management tools, and computers. It is incumbent upon you to PLAN AHEAD and not leave your projects for the last possible moment.
- Cellphone and other media use in class: 1) Ask permission (different schools have different policies), 2) Never use phones unless professor has directed you to do so. Keep phone OFF (not on vibrate).

Word of caution on using social media sites (like Facebook): You are leaving your digital signature on the Internet right now. Consider how your comments would be perceived before you actually post them, and think about logic above emotion at all times. Most importantly, think about maintaining a certain level of professionalism, since people can use whatever you make “permanent” on these sites against you. As a rule of thumb, before you hit “post,” realize that this will be a permanent reflection of your identity and that it may never be erased even if you remove it. It may even be used against you.

### **Intellectual Property Statement:**

All course materials including recordings and streams (including video lectures) will only be available to students registered for this class. All materials are the intellectual property of the instructor and they may not be shared or reproduced without the explicit, written consent of the faculty member. Further, students may not share these sessions or any other class content (Powerpoints, syllabus, assignments, etc.) with those not in the class or upload them to any other online or social media environment. Doing so would be a breach of the Code of Conduct, and, in some cases, be a violation of federal law under the Copyright Act.

### **Disability Statement:**

As part of SUNY Cortland’s commitment to a diverse, equitable, and inclusive environment, we strive to provide students with equal access to all courses. If you believe you will require accommodations in this course, please place a request with the Disability Resources Office at [disability.resources@cortland.edu](mailto:disability.resources@cortland.edu) or call 607- 753-2967. Please note that accommodations are generally not provided retroactively so timely contact with the Disability Resources Office is important. All students should consider meeting with their course instructor who may be helpful in other ways. (College Handbook, Chapter 745)

### **Diversity Statement:**

SUNY Cortland is dedicated to the premise that every individual is important in a unique way and contributes to the overall quality of the institution. We define diversity broadly to include all aspects of human difference. The College is committed to inclusion, equity, and access and thus committed to creating and sustaining a climate that is equitable, respectful and free from prejudice for students, faculty and staff. We value diversity in the learning environment and know that it enhances our ability to inspire students to learn, lead and serve in a changing world. We are committed to promoting a diverse and inclusive campus through the recruitment and retention of faculty, staff and students. As a community, we hold important the democracy of ideas, tempered by a commitment to free speech and the standards of inquiry and debate. To this end, we are dedicated to developing and sustaining a learning environment

where it is safe to explore our differences and celebrate the richness inherent in our pluralistic society. (College Handbook, Chapter 130)

**Inclusive Learning Environment Statement:**

SUNY Cortland is committed to a diverse, equitable and inclusive environment. The course instructor honors this commitment and respects and values differences. All students enrolled in this course are expected to be considerate of others, promote a collaborative and supportive educational environment, and demonstrate respect for individuals with regard to ability or disability, age, ethnicity, gender, gender identity/expression, race, religion, sex, sexual orientation, socio-economic status or other aspects of identity. In an environment that fosters inclusion, students have the opportunity to bring their various identities into conversation as they find helpful, but are not expected to represent or speak for an entire group of people who share aspects of an identity. If you have any questions or concerns about this statement, contact the Institutional Equity and Inclusion Office at 607-753-2263. (IEIO <http://www2.cortland.edu/about/diversity/>)

**Starfish:**

Starfish is an online communication tool that offers you early and ongoing feedback regarding your academic success. The system also shows the people and offices that make up your support network. Communicating with your instructor, advisor, coach, or any support office you may need has never been easier. You may receive flag alert emails from Starfish indicating where a concern might be. You may also receive kudos (compliments) on how you are progressing. The notifications are to keep you in the loop on how you are progressing. <http://www2.cortland.edu/offices/advisement-and-transition/starfish-/index.dot>

**Title IX Statement:**

Title IX, when combined with New York Human Rights Law and the New York Education Law 129-B, prohibits discrimination, harassment and violence based on sex, gender, gender identity/expression, and/or sexual orientation in the education setting. The federal Clery Act and NY Education Law 129-B provide certain rights and responsibilities after an incident of sexual or interpersonal violence. When a violation occurs, victims and survivors are eligible for campus and community resources. Where the College has jurisdiction, it may investigate and take action in accordance with College policy. If you or someone you know wishes to report discrimination based on sex, gender, gender identity/expression, and/or sexual orientation, or wishes to report sexual harassment, sexual violence, stalking or relationship violence, please contact the Title IX Coordinator at 607-753-4550, or visit [cortland.edu/titleix](http://cortland.edu/titleix) to learn about all reporting options and resources. (Updated by SUNY Legal Feb. 1, 2018.) (Title IX [www2.cortland.edu/titleix](http://www2.cortland.edu/titleix))

**Generative AI and Student Writing Statement:**

(All Use Prohibited): The use of Generative AI is not permitted in this course. Since this course emphasizes your writing as a process of your thinking, I am only interested in your own, original writing.

**School of Professional Studies Deans' Office**

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