PE Student Teaching Handbook

Supplemental Student Teaching Information for Administrators, Cooperating Teachers, College Supervisors, and Teacher Candidates

Department of Physical Education
College of Professional Studies
SUNY Cortland
Cortland, NY 13045

Updated: December 2018
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SUNY Cortland Department of Physical Education

PE Student Teaching Handbook Supplemental Student Teaching Information for Administrators, Cooperating Teachers, College Supervisors and Teacher Candidates

The Department of Physical Education at SUNY Cortland abides by policies and procedures set forth in the College Student Teaching Handbook distributed by the Field Experience and School Partnership Office. Handbooks can be found online at: www.cortland.edu/fieldplacement.

The information and forms included in this packet are provided as supplemental information to the College Handbook. Many forms and files can be found on the SUNY Cortland Department of Physical Education’s website.

Physical education students are required to take EDU 454 Pre-Student Teaching Conference (.5 credit) in the semester prior to student teaching. Below is the general content of the seminar.

**EDU 454 Pre-Student Teaching Conference**

Initial student teaching meeting content
- Resume writing
- Receive the link to the College Student Teaching Handbook
- Complete application to student teach
- Receive information concerning alternative student teaching options: NYC and Australia
- Sign and receive a copy of the Eligibility and Professional Integrity Statement
- Complete Student Data Card for the Field Experience and School Partnership Office
- Complete and return a Self-Evaluation Form

Mid-semester meetings
- Regional placements
- Professional portfolio development and appraisal
- Graduation requirements
- Teacher certification requirements
- TEACH application
- Graduate school options
- Application, cover letter, resume, and interview recommendations
- Explanation of the student teaching process

Final student teaching meeting content
- Review of the College Student Teaching Handbook
- Review of specific physical education student teaching requirements
- Distribution of placements
Physical Education Eligibility Requirements for Student Teaching

To be eligible for student teaching, I understand that I must:
* Have been accepted into the SUNY Cortland Teacher Education Program (completed in PED 201) and maintained acceptance throughout student teaching,
* Hold and maintain a cumulative GPA of 2.50 by the third Friday of the semester prior to student teaching,
* Be in good academic standing with at least a 2.5 GPA immediately prior to the student teaching semester,
* Successfully complete PED 201, PED 356, PED 434, EDU 255, EDU 256, & EDU 355 with a grade no lower than a C- and EDU 454 with a grade no lower than an “S” by the semester prior to student teaching,
* Complete EXS 297, EXS 387, EXS 397 & PED 308 by the semester/session prior to student teaching,
* Successfully complete the NYS Education Department mandate of 100 hours of pre-student teaching field experiences by the semester prior to student teaching,
* Complete the CARR (Child Abuse Recognition and Reporting), SAVE (Safe Schools Against Violence in Education), and DASA (Dignity for All Students Act) workshops by the semester prior to student teaching. If taken off-campus, verification must be provided to the Registrar Office.
* Complete the fingerprint process to receive and maintain full clearance through NYS by the semester prior to student teaching.
* Possess current certifications in first aid, CPR, and AED during the inclusive dates of student teaching.

I also understand that:
* I may not use winter or summer session coursework to improve my GPA,
* I may not student teach while on disciplinary or academic probation,
* I may not student teach with any incompletes,
* I may not student teach with any outstanding campus fines or fees on my records,
* I may not substitute teach during student teaching,
* I am responsible for my own transportation to and from student teaching,
* I may not enroll in any college courses while student teaching (exception: student teachers may enroll in the Physical Education Department’s adapted physical education weekend courses),
* I may not participate in any co-curricular activities sponsored by the university (exception: student teachers may participate in intercollegiate athletics with written approval by the Dean of the School of Professional Studies, though every effort must be made to student teach in the non-traditional season),
* I must disclose to the Associate Dean within five business days any charges of DWI, drug possession, crimes against a child, or physical assault. I may be removed from or delayed in completion of student teaching.
* Have a Watermark license and maintain it throughout student teaching EDU 455 and EDU 456.
* My student teaching placements may be cancelled if I fail to comply with all eligibility requirements as stated on this document.

Professional and Academic Integrity Statement
The fundamental basis and integrity of professional practice rests upon proper ethical conduct such as honesty, truthfulness, and respect for self, others and the law. The Society for Health and Physical Educators (SHAPE) endorses the Code of Ethics of the National Education Association (NEA) which states, in part, “The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.”

When substantial evidence is presented by a school administrator, via written correspondence and/or telephone communications, to the Associate Dean of the School of Professional Studies, Director of Field Studies, the Physical Education Department’s Chairperson, the Department’s Field Experience Coordinator, the Office of Judicial Affairs, and/or a College Supervisor relevant to a breach of professional integrity by a physical education student teacher, a decision will be made regarding the continuation of student teaching. A meeting of relevant academic officials may be needed to determine an appropriate course of action and to address these concerns, which may include administrative withdrawal from student teaching. Any letter of reprimand from a cooperating school district’s administrator will be placed in the student’s academic file.

I have read and understand the contents of this document.

Your Name (please print) _____________________________________________________________________________

Your Signature __________________________________________ Date ________________________
Teacher candidates are expected to meet the SHAPE Physical Education Teacher Education Initial Standards and Elements by completion of the program.

**Standard 1: Content and Foundational Knowledge**

Physical education candidates demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective PreK-12 physical education program.

Components – Candidates will:

1.a Describe and apply common content knowledge for teaching PreK-12 physical education.
1.b Describe and apply specialized content knowledge for teaching PreK-12 physical education.
1.c Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness for PreK-12 students.
1.d Describe and apply motor learning and behavior-change/psychological principles related to skillful movement, physical activity and fitness for PreK-12 students.
1.e Describe and apply motor development theory and principles related to fundamental motor skills, skillful movement, physical activity and fitness for PreK-12 students.
1.f Describe historical, philosophical and social perspectives of physical education issues and legislation.

**Standard 2: Skillfulness and Health-Related Fitness**

Physical education candidates are physically literate individuals who can demonstrate skillful performance in physical education content areas and health-enhancing levels of fitness.

Components – Candidates will:

2.a Demonstrate competency in all fundamental motor skills, as well as skillful performance in a minimum of four physical education content areas (e.g., games and sports, aquatics, dance and rhythmic activities, fitness activities, outdoor pursuits, individual-performance activities).
2.b Achieve and maintain a health-enhancing level of fitness throughout the program.

^ Skillful: A person’s ability to employ techniques, tactics, strategies, rules and etiquette effectively in the context of the activity.

* To assist individuals with special needs to achieve the intent of Standard 2, physical education teacher education programs are allowed and encouraged to use a variety of accommodations and/or modifications to demonstrate skillful performance (e.g., modified/adapted equipment, augmented communication devices, multi-media devices) and fitness (e.g., weight programs, exercise logs).

**Standard 3: Planning and Implementation**

Physical education candidates apply content and foundational knowledge to plan and implement developmentally appropriate learning experiences aligned with local, state and/or SHAPE America 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.

Components – Candidates will:

3.a Plan and implement appropriate (e.g., measureable, developmentally appropriate, performance-based) short- and long-term plan objectives that are aligned with local, state and/or SHAPE America National Standards and Grade-Level Outcomes for K-12 Physical Education.
3.b Plan and implement progressive and sequential content that aligns with short- and long-term plan objectives and that addresses the diverse needs of all students.
3.c Plan for and manage resources to provide active, fair and equitable learning experiences.
Plan and implement individualized instruction for diverse student needs, adding specific accommodations and/or modifications for all students.

Plan and implement learning experiences that require students to use technology appropriately in meeting one or more short- and long-term plan objective(s).

Plan and implement learning experiences that engage students in using metacognitive strategies appropriately to analyze their own performance results.

**Standard 4: Instructional Delivery and Management**
Physical education candidates 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.

Components – Candidates will:
4.a Demonstrate verbal and nonverbal communication skills that convey respect and sensitivity across all learning experiences.
4.b Implement demonstrations, explanations and instructional cues that are aligned with short- and long-term plan objectives.
4.c Evaluate the changing dynamics of the learning environment and adjust instructional tasks as needed to further student progress.
4.d Implement transitions, routines and positive behavior management to create and maintain a safe, supportive and engaging learning environment.
4.e 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.

**Standard 5: Assessment of Student Learning**
Physical education candidates select and implement appropriate assessments to monitor students’ progress and guide decision making related to instruction and learning.

Components – Candidates will:
5.a Select or create authentic, formal assessments that measure student attainment of short- and long-term objectives.
5.b Implement formative assessments that monitor student learning before and throughout the long-term plan, as well as summative assessments that evaluate student learning upon completion of the long-term plan.
5.c Implement a reflective cycle to guide decision making specific to candidate performance, student learning, and short- and long-term plan objectives.

**Standard 6: Professional Responsibility**
Physical education candidates demonstrate behaviors essential to becoming effective professionals. They exhibit professional ethics and culturally competent practices; seek opportunities for continued professional development; and demonstrate knowledge of promotion/advocacy strategies for physical education and expanded physical activity opportunities that support the development of physically literate individuals.

Components – Candidates will:
6.a Engage in behavior that reflects professional ethics, practice and cultural competence.
6.b Engage in continued professional growth and collaboration in schools and/or professional organizations.
6.c Describe strategies, including the use of technology, for the promotion and advocacy of physical education and expanded physical activity opportunities.

**Note:** Throughout the standards, components and rubrics, the term candidate refers to an individual in a preparation program and the term student refers to a PreK-12 pupil or learner.
<table>
<thead>
<tr>
<th>Tab Title</th>
<th>Content</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resume</td>
<td>Resume</td>
<td>You will start this in PED 101. Update it each semester. Use Career Services for advice.</td>
</tr>
<tr>
<td>Philosophy</td>
<td>Teaching</td>
<td>You will write these statements in EDU 470.</td>
</tr>
<tr>
<td></td>
<td>Coaching</td>
<td></td>
</tr>
<tr>
<td>Standard 1 - 6</td>
<td>Six artifacts and reflections</td>
<td>Collect a quality artifact representing one element for each standard &amp; write a reflection for each artifact.</td>
</tr>
<tr>
<td>Professional</td>
<td>List of references</td>
<td>Get permission from selected individuals.</td>
</tr>
<tr>
<td>Development*</td>
<td>Certifications</td>
<td>Include those related to physical education: FA, CPR, EKP, lifeguard, etc.</td>
</tr>
<tr>
<td></td>
<td>Conference attendance</td>
<td>Ex: mini-conference, state, national</td>
</tr>
<tr>
<td></td>
<td>Professional membership</td>
<td>NYSAHPERD, SHAPE America, etc.</td>
</tr>
<tr>
<td></td>
<td>Awards</td>
<td>Highlight your accomplishments.</td>
</tr>
</tbody>
</table>

*Materials listed here for the last section are SUGGESTIONS. Use these sections to highlight your strengths.*
Listed below are suggestions for artifacts that could be used for each of the Initial Standards. Read through the complete list of standards and components to better understand the expectations.

Collect a quality artifact representing one different component for each standard & write a reflection for each artifact. Your reflection should tie the artifact to the component. You will have a total of 6 artifacts.

<table>
<thead>
<tr>
<th>Standards</th>
<th>Possible Artifacts</th>
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| Standard 1: Content and Foundational Knowledge | *Project or assignment from EXS coursework  
*EXS 297 poster project  
*PED 201 field experience lab |
| Standard 2: Skillfulness and Health-Related Fitness | *FitnessGram results  
*Personal physical activity log^  
*Activity course -grades: evidence of motor skill performance^  
*Athletic performance evidence^  
*PED 101 Skills Battery Post-Test Assessment^  
*must reflect a variety of skills for 2.a |
| Standard 3: Planning and Implementation        | *PED 356 Individualized Educational Plan  
*PED 356 top-down plan  
*EDU 255 scope and sequence chart  
*EDU lab D self-analysis forms  
*EDU 255 resource project  
*EDU 355 edTPA Task 1 |
| Standard 4: Instructional Delivery and Management | *EDU 256 Module 13: bulletin board  
*PED 356 letter to parents (for component 4.a only)  
*Lesson plan with reflection  
*Video clip of instruction  
*EDU 355 edTPA Task 2 |
| Standard 5: Assessment of Student Learning     | *EDU 355 edTPA Task 3  
*PED 321 Assessment of FMS w/ preK  
*PED 434 presentation  
*EDU 355 reflective log that discusses student learning |
| Standard 6: Professionalism                     | *EDU 470 advocacy project  
*EDU 256 host teacher evaluations  
*EDU 355 host teacher evaluations  
*Attendance at NYSAHPERD summary |
Standard 2  
Skillfulness and Health-Related Fitness  

Component 2.b: Achieve and maintain a health-enhancing level of fitness throughout the program.

Artifact: FitnessGram report  
Date: Fall 2017  
Reflection:  
My personal fitness was assessed in PED 382 School-Based Fitness Programming using the FitnessGram. The health-related fitness components include cardio-respiratory fitness, muscular strength, muscular endurance, flexibility, and body composition.  
The FitnessGram report relates to Component 2.b in the following manner...

Maintaining a health-enhancing level of fitness is important for a physical educator because…

Reflection on Artifacts  
The artifact that you choose for each standard should be accompanied by a reflection. Each electronic submission should reflect the title and component. Avoid a multiple attachments to click.

Grammar and spelling MUST be correct!

Be sure to include the following:  
• Standard number  
• Standard title  
• Component number  
• Artifact Title  
• Date the artifact was completed  
• A reflection

Your reflection should address these items:  
• The context in which the artifact was used or created.  
• How the artifact connects/relates to the component.  
• Why the artifact/standard is important to your development as a teacher.

OVERALL:  
• You will want to show an understanding of how the artifact is aligned with the chosen component. Demonstrate a clear connection between the artifact and the intent of the component. The use of examples and theory/evidence is KEY.
Course Information
Credit Hours: .5
Semester/Year:
Location:

Professor Information:
Instructor:
Phone:
Office Hours:
Email:

Texts/Bibliographic Materials Required:
1. School district curriculum documents and policies and procedures manual
2. Student teaching handbook and department materials

Course Description:
(A) Current debates relevant to national, district and specific school issues will form the basis of each meeting. Information about student teaching, professional portfolio preparation and career planning will be provided. Pre-requisites: PED 201 (minimum grade of C-), EDU 255 (minimum grade of C-), EDU 256 (minimum grade of C-), EDU 355 (minimum grade of C-), EDU 454 (minimum grade of S), PED 356 (minimum grade of C-), and PED 308; cumulative grade point average of 2.5, and portfolio acceptance; all professional block courses leading up to student teaching with no grade lower than a C-. Co-requisite: EDU 456. (.5 cr. hr.).

TASKSTREAM: Candidates are required to have a Watermark license and maintain it throughout student teaching (EDU 455 and EDU 456). Watermark licenses may be purchased directly through Watermark (online) or through the Bookstore.

Course Attendance Policy:
Students are required to attend all sessions. Special permission for unavoidable absences must be obtained from the department student teaching supervisor.

Evaluation of Student Performance:
Participation/contributions to seminar discussion 40%
Professional portfolio 20%
Professional dispositions 40%

Attendance is mandatory at all sessions. Final grades will be determined by the Student Teaching Supervisor as “S” for satisfactory or “U” for unsatisfactory. Students must have satisfactorily completed all assignments as listed above in order to receive a grade of “S”.

Goals/Objectives of the Course:
Students will:
1. demonstrate a knowledge, understanding and application of current National and New York State public school issues and trends in education and physical education. (SHAPE 1.f; CF: Assessment, Standards)
2. demonstrate an ability to effectively discuss curriculum and instructional planning with peers, cooperating teachers, physical education administrators and the department supervisor. (SHAPE 3.a; CF: Professional Commitments)
3. identify resources and strategies to become an advocate in the school/community to promote a variety of physical activity opportunities. (SHAPE 6.c; CF: Standards)
4. demonstrate a knowledge, understanding and application of issues and concerns relevant to pre-service and beginning teachers. (SHAPE 6.a; CF: Professional Commitment)
5. exhibit professional behavior that reflect a commitment and respect for the profession. (SHAPE 6.b; CF: Professional Commitment)
Course Schedule and Activities: (suggested/recommended):

1. The course shall consist of three meetings conducted and facilitated by the Student Teaching Supervisor
   a. Meeting #1 - Before the first day of class
   b. Meeting #2 - During the week of mid-semester
   c. Meeting #3 - Near the last week of student teaching.

2. Guest speakers/presenters shall include:
   a. Directors of Physical Education
   b. Athletic Directors
   c. Building/District Principals (elementary and secondary) or Superintendents
   d. Cooperating Teachers (elementary and secondary)

3. Topics
   a. discipline
   b. legal liability
   c. communication strategies
   d. motivating students
   e. character education
   f. diversity education
   g. analyzing curricula and advocating for curricular change within a school district
   h. using school and community resources in physical education programming

4. Recommended sequence of delivery
   a. First meeting with Cortland’s Department of Physical Education Supervisor
      1. Present and discuss student teaching handbook and department materials.
      2. Discuss the professional portfolio, lesson plans, assessments, and technology implementation, with the due dates for the finished products.
      3. Provide for a presentation by a public school administrator and/or cooperating teacher regarding one or more of the topics listed above.
   b. Second meeting
      1. Provide the opportunity for student teachers to participate in a presentation by a public school administrator and/or cooperating teacher.
      2. Discuss progress on edTPA and other assignments.
   c. Third meeting (closing meeting)
      1. Provide student teachers with an opportunity to react to/reflect upon their 16 weeks of student teaching.
      2. Collect/return student teaching materials.

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.

Failure to disclose within five business days may result in removal from or delay of fieldwork, removal from or delay of student teaching.

**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.

**Academic Integrity Statement:**
Students in this course are expected to abide by the guidelines on academic dishonesty that are found in chapter 340 of the SUNY Cortland College Handbook (http://www.cortland.edu/president/handbook.pdf). As stated in these guidelines, any instance of plagiarism, cheating on examinations or other forms of academic dishonesty will be punished, most likely by the receipt of a failing grade for this course and possible dismissal from the College.

**Disability Statement:**
SUNY Cortland is committed to upholding and maintaining all aspects of the federal Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. If you are a student with a disability and wish to request accommodations, please contact the Office of Student Disability Services located in B-1 Van Hoesen Hall or call 753-2066 for an appointment. Because many accommodations require early planning, requests for accommodations should be made as soon as possible.

**School of Professional Studies Deans’ Office:**
John Cottone, Dean
(607) 753-2829
Professional Studies Building
Room 1175

Eileen Gravani, Associate Dean
(607) 753-2702
Professional Studies Building
Room 1175
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 2.50; 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 455. (14 cr. hr.).

TASKSTREAM: Students are required to have a Watermark license and maintain it throughout student teaching (EDU 455 and EDU 456). Watermark licenses may be purchased directly through Watermark (online) or through the Bookstore.

Course Attendance Policy:  
Candidates are required to attend all sessions. Special permission for emergency 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 cooperating 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)

Performance appraisal  
Cooperating Teacher’s Weekly Appraisals and Supervisor’s Observations  
Cooperating Teacher (CT) Student Teaching Evaluations (STE’s)  
Supervisor’s Student Teaching Evaluations (STE’s)  
Cooperating Teacher’s Mid-Quarter and Final appraisal Forms  
Weekly written requirements: journal, lesson plans, schedule, etc.

Projects  
Satisfactory Completion of edTPA (40%)

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 primarily “target” 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 a “target” 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.
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.

Failure to disclose within five business days may result in removal from or delay of fieldwork, removal from or delay of student teaching.

**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.

**Academic Integrity Statement:**
Students in this course are expected to abide by the guidelines on academic dishonesty that are found in chapter 340 of the SUNY Cortland College Handbook (http://www.cortland.edu/president/handbook.pdf). As stated in these guidelines, any instance of plagiarism, cheating on examinations or other forms of academic dishonesty will be punished, most likely by the receipt of a failing grade for this course and possible dismissal from the College.

**Disability Statement:**
SUNY Cortland is committed to upholding and maintaining all aspects of the federal Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. If you are a student with a disability and wish to request accommodations, please contact the Office of Student Disability Services located in B-1 Van Hoesen Hall or call 753-2066 for an appointment. Because many accommodations require early planning, requests for accommodations should be made as soon as possible.

**School of Professional Studies Deans’ Office:**
John Cottone, Dean
(607) 753-2829
Professional Studies Building
Room 1175

Eileen Gravani, Associate Dean
(607) 753-2702
Professional Studies Building
Room 1175
EDU 455/EDU 456: Student Teaching Requirements

The requirements for EDU 455 Student Teaching Seminar and EDU 456 Student Teaching are explained here.

**Before Student Teaching**

1. Successfully complete the requirements of EDU 454 Pre-Student Teaching Seminar. Complete and submit the Eligibility Requirements form, the Student Teacher Self-Evaluation Form, and four copies of your resume.

2. Complete the Student Athlete Request Form if you desire a local (near Cortland) placement during your SUNY Cortland intercollegiate athletic competitive season.

3. Register for concurrent enrollment in EDU 455 Student Teaching Seminar (.5 credit) and EDU 456
   a. Student Teaching in Physical Education (14 credits).

4. Become familiar with all policies and procedures in both Student Teaching Handbooks.

5. **Watermark (Taskstream):** Students are required to have a Watermark license and maintain it throughout student teaching (EDU 455 and EDU 456). If you do not already have a Watermark license, it may be purchased directly through Watermark (online) or through the Bookstore.

6. **School Visits:** Visit both of your schools. You should not miss any college courses to make a school visit. Meet with your cooperating teachers to become acquainted with school procedures and the physical education program. See the School Visitation Form for the list of questions.
   a. Complete a School Visitation Form for each of your placements and submit them to your College Supervisor in the semester prior to student teaching.

7. **Assistant Coaching Assignment:** You are expected to participate in an extra-curricular activity during the entire student teaching semester. While visiting your schools, meet with the athletic director/s and your cooperating teacher to discuss coaching and professional service assignments.
   a. You will coach during at least one student teaching placement in the school district in which you are placed. You will work with the host school’s athletic director/s to determine the coaching assignment/s. If the athletic director determines that there are no opportunities for you to coach in the district, you may obtain an assignment in a neighboring district. No teaching may be missed to coach in another district. You may choose to coach the entire semester.
   b. If you coach during only one placement, you will need to find another extra-curricular activity during the other placement. Your cooperating teacher may be able to assist with options. Intramurals, fitness clubs, activity clubs, and fitness facility supervision are examples of alternate activities. If you work in a school fitness facility, you are not allowed to be the sole person responsible for supervision. Your supervisor should approve your choice of activity.
   c. Complete the Coaching/Extra-Curricular Assignment Form for each of your placements and submit them as soon as possible to your College Supervisor.
   d. Provide each athletic director with copies of your FA, CPR, and AED cards.

8. **FA and CPR Certification:** Make three sets of copies of your First Aid, CPR, and AED cards (both fronts and backs). One copy should be given to your college supervisor and one to each of the athletic directors at the schools where you will be coaching.

9. Make sure that your email address and your phone messages are professionally appropriate.
During Student Teaching

1. **Weekly Schedule**: Complete a schedule for each week of your student teaching semester.
   a. Record activities in which you have been involved along with a designation of the level of involvement: observed, assisted, taught, taught and was observed, or participated in class.
   b. Copy the Weekly Schedule form and send one each week to your College Supervisor.
   c. Discuss planning strategies with your cooperating teacher. Find out how your cooperating teacher plans units, weeks, and/or daily lessons.

2. **Daily Professional Journal**
   The journal serves as a private form of communication between you and your college supervisor; a record of the activities you experience; a record of your reactions, problems, successes, and questions until the opportunity for discussion and a conference occur. Your journal is not a report of your daily schedule.

3. **Lesson Planning**: Complete plans for lessons that you teach. The SUNY Cortland lesson plan format is suggested.
   a. Lesson plans must be submitted to the cooperating teacher prior to teaching the lessons. The cooperating teacher must sign or initial each lesson plan and record the date of review.
   b. After teaching the lesson, make your evaluation notes on the bottom of the last page.
   c. Submit all of your lesson plans each week to your College Supervisor.

4. **Satisfactory completion of edTPA**: Collect your data during your first placement. You will have until week 11 to analyze the data and write up the edTPA components.
   a. Follow the edTPA directions in the edTPA Handbook, along with the supplemental "Instructions for edTPA" in this handbook.
   b. Submit the edTPA project to Dr. Madden for evaluation via Watermark no later than week 11.
   **LATE Work will result in an “U” for the second placement.**

Evaluation Forms During/After Student Teaching

1. **Weekly Appraisals**:
   a. At the beginning of the placement, give your cooperating teachers copies of the Weekly Appraisal Form for each week you are in the placement, except for the fourth, eighth, twelfth, and sixteenth weeks of student teaching. Student Teaching Evaluation (STE’s) evaluations will be done during those weeks.
   b. Send the completed appraisal forms to your College Supervisor each week electronically or by mail.

   c. **Weekly appraisals**:
      i. are regarded as cooperative, diagnostic (formative) appraisals written for the student teacher and, therefore, to be discussed with the student teacher and provided to the college supervisor after conferences with the student,
      ii. should indicate personal and/or professional inadequacies or weaknesses as well as competencies or strengths,
      iii. are written to assist in determining the present progress and future experiences and guidance needed,
      iv. are a responsibility assumed by the cooperating teacher when he/she agrees to the assignment of a student teacher, and are in that sense required reports on the part of the cooperating teacher, and
v. are written to aid in professional guidance of the student and are available to college staff, cooperating school personnel and student teachers for guidance purposes, but are not available to hiring school personnel.

2. **Mid-Quarter and Final Evaluation Reports:**
   a. Student teachers, cooperating teachers, and supervisors complete an online Student Teacher Evaluation (STE) report at the mid-quarter and end of each placement. Follow the directions found at: [www.cortland.edu/fieldplacement](http://www.cortland.edu/fieldplacement).
   b. The mid-quarter reports will be completed in weeks four and twelve. They will replace the Weekly Appraisal Form that week.
   c. The final reports will be completed in weeks eight and sixteen. They will replace the Weekly Appraisal Form that week.
   d. Along with the online completion, send a hard copy of the completed reports to your College Supervisor.

3. **Assistant Coaching/Extra-Curricular Activity Appraisal:**
   a. Have the coach or individual who supervised you in your coaching/extra-curricular activity complete the Coaching/Extra-Curricular Activity Appraisal Form.
   b. Submit the completed forms for each experience to your College Supervisor.

4. **Student Teacher Evaluation of Cooperating Teacher/s:**
   a. Complete the form found at [www.cortland.edu/fieldplacement](http://www.cortland.edu/fieldplacement).
   b. Submit the form to your College Supervisor.

5. **Student Teacher Evaluation of College Supervisor:**
   a. At the conclusion of your student teaching complete the form found at [www.cortland.edu/fieldplacement](http://www.cortland.edu/fieldplacement).
   b. The form should be sent to: Dr. Matthew Madden, Teacher Education Coordinator, Department of Physical Education, Park Center, SUNY College at Cortland, Cortland, NY 13045.

6. **Cooperating Teacher/s Evaluation of College Supervisor:**
   a. At the beginning of each of your placements give your cooperating teacher the form found at [www.cortland.edu/fieldplacement](http://www.cortland.edu/fieldplacement). The form should be sent to: Dr. Matthew Madden, Teacher Education Coordinator, Department of Physical Education, Park Center, SUNY College at Cortland, Cortland, NY 13045.

**College Supervisor**

Student teachers are assigned a college supervisor who will be conducting the EDU 455 Student Teaching Seminar, receiving and evaluating all written work, and observing student teachers at least two times during each placement. Observations will be recorded using the Student Teacher Appraisal by a College Supervisor, a scripted report, or some other type of systematic observation form.
Complete a daily professional journal according to the following guidelines:

a. The journal serves as a private form of communication between you and your college supervisor; a record of the activities you experience; a record of your reactions, problems, successes, and questions until the opportunity for discussion and a conference occur. Your journal is not a report of your daily schedule.

b. The journal encourages regular evaluation of the activities of your day and gives perspective to your student teaching experience. It also serves as a basis for reflection on the interrelationships and dependence of school and community activities and involvement.

c. Within your journal, include written daily informal records of your reactions to your experiences and questions addressed to your college supervisor. Record both your personal and professional experiences that contribute to your understanding of the students, the school district and community.

d. Examples of journal reflection topics are as follows:
   i. Specific teaching skills
   ii. Assessment and student learning in your classes
   iii. Co-Curricular experiences
   iv. School activities or experiences outside the physical education program such as homeroom and visits to non-physical education classes
   v. Contacts with children when riding the bus, helping with lunch periods
   vi. Contacts with parents and professionals at faculty meetings, coaching clinics, zone or league meetings, and
   vii. Reflections on the adequacy of your preparation and your understanding of what is expected of you, organization of your student teaching experience and of your personal living circumstances that affect your teaching.

e. Professional journal format:
   i. Grammatically correct in a form selected to make events and activities stand out to your supervisor
   ii. Cumulative: Monday followed by Tuesday, etc. on the same page
   iii. Typewritten and single-spaced.

f. Samples of professional journal entries:
   i. An unacceptable entry:

      Monday, September 8th - “I played floor hockey with my students. It rained all day. We were supposed to be outside on the tennis courts.”

   ii. An acceptable entry:

      Friday, September 15th – “The kindergarten class was interesting. I noticed that I have to speak very slowly and choose my words carefully. When I talk too much, I do not have the attention of the students. Their attention spans are very short. I know that I will make the foregoing comments a priority for future classes.”
iii. A Target entry:

the target entry includes your reflections on your development as an educator and provides the
opportunity for you to connect pedagogy and practice.

Wednesday, October 17th – “I learned many things today as a result of my first day of the field
experience at the middle school level. I never realized that a physical educator wears many hats.
Besides teaching and coaching, my host teacher serves as the chairperson of the district’s physical
education curriculum committee and is a member of the district’s wellness committee. Mr. T, my
host teacher, made me feel welcome today. I did not observe any off-task student behavior probably
because of Mr. T’s excellent organizational, human relation and communication skills. I had an
opportunity to assist several students in the softball unit who were having difficulties with batting
skills. I was delighted that a couple of the students showed improvement by the end of the class.
Also, all of the students with whom I worked thanked me for my patience, efforts, feedback and
encouragement. I am beginning to understand the interpersonal dynamics that exist in a school as a
result of having lunch in the faculty cafeteria and talking with a group of students in the student
cafeteria. Ms. S., another middle school teacher, directs the after-school intramural (IM) program. At
her request, I had an opportunity to umpire an IM softball game. An Intramural program is certainly
an excellent way for students to continue their involvement with a physical activity/sport which is of
interest to them.”
This checklist is for the personal use by the student teacher and NOT required for submission to anyone.

Each weekly mailing must be postmarked by 12:00 noon on a Saturday. All mailings should be sent to the university supervisor except where noted otherwise. Those students with a supervisor using eLearning should follow the timeline set by the supervisor.

**Week One, or Prior to the Start of Student Teaching**

<table>
<thead>
<tr>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collect information for Context for Learning section of edTPA</td>
</tr>
<tr>
<td>(you may want to begin this prior to starting student teaching).</td>
</tr>
<tr>
<td>If appropriate, correct information on your placement form regarding</td>
</tr>
<tr>
<td>names, addresses and telephone numbers for cooperating teachers and</td>
</tr>
<tr>
<td>the school district administrative contact.</td>
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<tr>
<td>School district calendar indicating all days that school will not be</td>
</tr>
<tr>
<td>in session.</td>
</tr>
<tr>
<td>Schedule of each cooperating teacher’s classes and non-instructional</td>
</tr>
<tr>
<td>duties.</td>
</tr>
<tr>
<td>Travel directions to cooperating schools.</td>
</tr>
<tr>
<td>Weekly schedule (please keep one copy for your files).</td>
</tr>
<tr>
<td>Professional journal for the week.</td>
</tr>
<tr>
<td>Discuss learning segment for edTPA with Cooperating Teacher</td>
</tr>
<tr>
<td>All lesson plans for classes taught, including your post-evaluations</td>
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<tr>
<td>regarding student achievement of the learning objectives and your</td>
</tr>
<tr>
<td>teaching skills. Have the CT sign the lesson plan and include the</td>
</tr>
<tr>
<td>date of review.</td>
</tr>
<tr>
<td>Weekly Appraisal form completed by your Cooperating Teacher.</td>
</tr>
<tr>
<td>Copy of the fronts and backs of your FA, CPR, AED certification</td>
</tr>
<tr>
<td>cards.</td>
</tr>
<tr>
<td>Submit “Emergency Health Information” form ([<a href="http://www.cortland.edu/">www.cortland.edu/</a></td>
</tr>
<tr>
<td>fieldplacement](<a href="http://www.cortland.edu/fieldplacement">http://www.cortland.edu/fieldplacement</a>)) to the</td>
</tr>
<tr>
<td>nurse in the school building in which you have been placed to</td>
</tr>
<tr>
<td>teach and mail one copy to the Field Placement Office.</td>
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</tbody>
</table>

**Week Two and Week Three**

<table>
<thead>
<tr>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly schedule</td>
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<tr>
<td>Professional journal</td>
</tr>
<tr>
<td>Lesson plans with evaluations and signature/date of review by</td>
</tr>
<tr>
<td>cooperating teacher</td>
</tr>
<tr>
<td>Weekly Appraisal Form from the cooperating teacher</td>
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</table>

**Week Four**

<table>
<thead>
<tr>
<th>Task</th>
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</thead>
<tbody>
<tr>
<td>Weekly schedule</td>
</tr>
<tr>
<td>Professional journal</td>
</tr>
<tr>
<td>Lesson plans with evaluations and signature/date of review by</td>
</tr>
<tr>
<td>cooperating teacher</td>
</tr>
<tr>
<td>Begin video recording for edTPA.</td>
</tr>
<tr>
<td>“Student Teaching Mid-Quarter Evaluation Report” completed by</td>
</tr>
<tr>
<td>cooperating teacher. This form must be submitted on-line through</td>
</tr>
<tr>
<td>Watermark.</td>
</tr>
<tr>
<td>“Student Teaching Mid-Quarter Evaluation Report” completed by</td>
</tr>
<tr>
<td>teacher candidate. This form must be submitted on-line through</td>
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<tr>
<td>Watermark.</td>
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</table>

**Week Five, Week Six, and Week Seven**

<table>
<thead>
<tr>
<th>Task</th>
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<tbody>
<tr>
<td>Weekly schedule</td>
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<tr>
<td>Professional journal</td>
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<tr>
<td>Lesson plans with evaluations and signature/date of review by</td>
</tr>
<tr>
<td>cooperating teacher</td>
</tr>
<tr>
<td>Weekly Appraisal Form from the cooperating teacher</td>
</tr>
<tr>
<td>Review video and analyze data for edTPA.</td>
</tr>
<tr>
<td>Begin addressing prompts and writing commentary for edTPA.</td>
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</tbody>
</table>

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### Week Eight
- **Weekly Schedule**
- **Professional journal**
- **Lesson plans with evaluations and signature/date of review by cooperating teacher**
- “Student Teaching Final Evaluation Report” completed by CT. Submit through Banner Web and Watermark
- “Student Teaching Final Evaluation Report” completed by ST. Submit through Banner Web and Watermark
- Absence Summary form for first 8 weeks ([www.cortland.edu/fieldplacement](http://www.cortland.edu/fieldplacement))
- Student Teacher Evaluation of the Cooperating Teacher ([www.cortland.edu/fieldplacement](http://www.cortland.edu/fieldplacement))
- Thank you notes to your cooperating teacher, administrators, etc.

### Week Nine, Week Ten, and Week Eleven (Second Placement)
<table>
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<th>NA</th>
<th>NA</th>
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<tr>
<td>NA</td>
<td>NA</td>
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</tbody>
</table>
- **Weekly schedule**
- **Professional journal**
- **Lesson plans with evaluations and signature/date of review by cooperating teacher**
- **Weekly Appraisal Form from the cooperating teacher**
- Submit “Emergency Health Information” form ([www.cortland.edu/fieldplacement](http://www.cortland.edu/fieldplacement)) to the nurse in the school building in which you have been placed to teach
- Submit edTPA to Dr. Madden through Watermark. (Confirm the due date with your supervisor as it may vary.)

### Week Twelve
- **Weekly schedule**
- **Professional journal**
- **Lesson plans with evaluations and signature/date of review by cooperating teacher**
- “Student Teaching Mid-Quarter Evaluation Report” completed by cooperating teacher. This form must be submitted on-line on Watermark.
- “Student Teaching Mid-Quarter Evaluation Report” completed by student teacher. This form must be submitted on-line on Watermark.

### Week Thirteen, Week Fourteen, and Week Fifteen
- **Weekly schedule**
- **Professional journal**
- **Lesson plans with evaluations and signature/date of review by cooperating teacher**
- **Weekly Appraisal Form from the cooperating teacher**

### Week Sixteen
- **Weekly Schedule**
- **Professional journal**
- **Lesson plans with evaluations and signature/date of review by cooperating teacher**
- “Student Teaching Final Evaluation Report” completed by cooperating teacher. This form must be submitted on-line on Banner Web
- “Student Teaching Final Evaluation Report” completed by teacher candidate. This form must be submitted on-line on Banner Web
- Absence Summary form for second 8 weeks ([www.cortland.edu/fieldplacement](http://www.cortland.edu/fieldplacement))
- Student Teacher Evaluation of the Cooperating Teacher ([www.cortland.edu/fieldplacement](http://www.cortland.edu/fieldplacement))
- Coaching/Co-Curricular Activity Appraisal Form (keep a copy for yourself)
- Student Teacher Evaluation of the University Supervisor ([www.cortland.edu/fieldplacement](http://www.cortland.edu/fieldplacement)) *Send this form to Dr. Matthew Madden, Park Center, SUNY Cortland, Cortland, NY 13045*
- Thank you notes to your cooperating teacher, administrators, and supervisor

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SUNY Cortland Physical Education School Visitation Form

Complete one form for each of your placements and submit them to your College Supervisor.

Name: ____________________________________________  ST Semester: __________________________

School District and Building: ________________________________________________________________

Date and Time of Visit: _____________________________________________________________________

Names and Titles of Professionals Visited:

CT: ___________________________________________________________________________________

Other: _________________________________________________________________________________

School Setting: _____ Urban _____ Suburban _____ Rural

List the physical facilities available for PE (gym, play grounds, tennis courts, etc): ________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Have students completed a media release form? _____ Yes _____ No

What is the class schedule? (e.g., 50 minutes every day, 90 minutes every other day): ____________

Is there any ability grouping or tracking? _______________________________________________________________________________________

Are there resources available for the technology assignment (e.g., heart-rate monitors, pedometers, Nintendo Wii, etc.)?
___________________________________________________________________________________
___________________________________________________________________________________

Time of the school day: ____________ AM to ____________ PM

Number of classes you will teach:  boys: ________   girls: ________  coed: ________

Non-teaching responsibilities: ___________________________________________________________________________________________

Where is the school nurse’s office and what is the procedure for injuries? ____________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Comments:

The above information has been discussed with my cooperating teacher and/or principal.

Student teacher’s signature: ____________________________  Date: ______________________

Cooperating teacher’s signature: ____________________________  Date: ______________________
SUNY Cortland Physical Education School Visitation Form

Complete one form for each of your placements and submit them to your College Supervisor.

Name: ____________________________________________  ST Semester: ___________________________

School District and Building: __________________________________________________________________

Date and Time of Visit: _______________________________________________________________________

Names and Titles of Professionals Visited:

CT:  _____________________________________  ____________________________________________

Other:  ______________________________________    ____________________________________________

School Setting: _____ Urban    _____ Suburban     _____ Rural

List the physical facilities available for PE (gym, play grounds, tennis courts, etc):  ________________________
________________________________________________________________________________________
________________________________________________________________________________________

Have students completed a media release form?   ______  Yes   ______  No

What is the class schedule? (e.g., 50 minutes every day, 90 minutes every other day):  ____________________

Is there any ability grouping or tracking?  __________________________________________________________

Are there resources available for the technology assignment (e.g., heart-rate monitors, pedometers, Nintendo Wii, etc.)?
_________________________________________________________________________________
_________________________________________________________________________________

Time of the school day:  _____ _______ AM  to ______________ PM

Number of classes you will teach:   boys: ________   girls: ________  coed: ________

Non-teaching responsibilities:  _________________________________________________________________

Where is the school nurse's office and what is the procedure for injuries? ______________________________
________________________________________________________________________________________
________________________________________________________________________________________

Comments:

The above information has been discussed with my cooperating teacher and/or principal.

Student teacher's signature: ____________________________________________  Date: ________________

Cooperating teacher's signature: _________________________________  Date: ________________
Complete one form for each of your placements and submit them to your College Supervisor.

Name: __________________ ST semester: _______________

1st placement: _______________ or 2nd placement: _______________

School District: ______________________________________________________________________

Employee’s phone number: ____________________________________________________________

This is the same school district at which I am placed: yes __________ no ____________

Reason for assistant coaching assignment outside of assigned student teaching placement: _______________

Sport or Co-curricular Activity | Employed Coach or Teacher | Level of Competition | Dates | Days per Week
--- | --- | --- | --- | ---

Provide the athletic director at each assignment with copies of the fronts and backs of your First Aid, CPR, and AED certification cards prior to beginning your assistant coaching assignment.

The personnel responsible for assistant coaching supervision will be asked to complete an appraisal form at the end of the assignment. You can find the Assistant Coaching Appraisal Form on the website.

The above information has been discussed with the school district’s athletic director and/or principal. I will notify my College Supervisor of any changes throughout the semester.

Teacher Candidate’s signature: ___________________________ Date: __________________
Complete one form for each of your placements and submit them to your College Supervisor.

Name: ________________________________ ST semester: ______________

1st placement: _______________ or 2nd placement: _______________

School District: _______________________________________________________

Employee’s phone number: _____________________________________________

This is the same school district at which I am placed: yes __________ no ___________

Reason for assistant coaching assignment outside of assigned student teaching placement: ______________

________________________________________________________________________

<table>
<thead>
<tr>
<th>Sport or Co-curricular Activity</th>
<th>Employed Coach or Teacher</th>
<th>Level of Competition</th>
<th>Dates</th>
<th>Days per Week</th>
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</tbody>
</table>

Provide the athletic director at each assignment with copies of the fronts and backs of your First Aid, CPR, and AED certification cards prior to beginning your assistant coaching assignment.

The personnel responsible for assistant coaching supervision will be asked to complete an appraisal form at the end of the assignment. You can find the Assistant Coaching Appraisal Form on the website.

The above information has been discussed with the school district’s athletic director and/or principal. I will notify my College Supervisor of any changes throughout the semester.

Teacher Candidate’s signature: __________________________ Date: ______________
SUNY Cortland Physical Education Student Teaching
Assistant Coaching/Extra-Curricular Activity Appraisal Form

Student Teacher: _________________________________________ Date(s) of Participation: ______________

Co-Curricular Advisor: __________________________ School District: _______________________________

Co-Curricular Activity: __________________________ Grade Level(s): __________________________

Weekly hour time requirement:  0-4 hours   5-9 hours   10-14 hours   15-19 hours   >20 hours

Directions: Please provide a description of the student teacher’s performance in your extra-curricular activity along with an overall rating. Provide the student teacher with the original form. The student teacher will provide his/her department supervisor with a copy of this form and place the original in his/her professional portfolio.

Personal Qualities: appearance, enthusiasm, rapport w/students, control, tact, voice

Comments:

Professional Qualities: conscientious, reliable, accepts criticism, rapport w/staff, attitude

Comments:

Planning: creativity, activities appropriate to level, organization, knowledge, safety, use of aids

Comments:

Contribution to Program

Comments:

Overall rating:

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient</td>
<td>Teacher candidate consistently demonstrates the qualities of an effective coach: knowledgeable, well prepared, strong communicator, effective &amp; a positive role model.</td>
</tr>
<tr>
<td>Competent</td>
<td>Teacher candidate is improving in his/her ability to be an effective coach.</td>
</tr>
<tr>
<td>Developing</td>
<td>Teacher candidate is beginning to develop required skills to become an effective coach.</td>
</tr>
</tbody>
</table>

Advisor/Mentor: __________________________________________________ Date: ___________________
SUNY Cortland Physical Education Student Teaching
Assistant Coaching/Extra-Curricular Activity Appraisal Form

Student Teacher: ______________________________ Date(s) of Participation: ______________

Co-Curricular Advisor: ______________________ School District: __________________________

Co-Curricular Activity: ______________________ Grade Level(s): ________________________

Weekly hour time requirement:  0-4 hours  5-9 hours  10-14 hours  15-19 hours  >20 hours

Directions: Please provide a description of the student teacher’s performance in your extra-curricular activity along with an overall rating. Provide the student teacher with the original form. The student teacher will provide his/her department supervisor with a copy of this form and place the original in his/her professional portfolio.

Personal Qualities: appearance, enthusiasm, rapport w/students, control, tact, voice

<table>
<thead>
<tr>
<th>Comments:</th>
</tr>
</thead>
</table>

Professional Qualities: conscientious, reliable, accepts criticism, rapport w/staff, attitude

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<tr>
<th>Comments:</th>
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Planning: creativity, activities appropriate to level, organization, knowledge, safety, use of aids

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<th>Comments:</th>
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Contribution to Program

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<th>Comments:</th>
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Overall rating:

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<thead>
<tr>
<th>Proficient</th>
<th>Teacher candidate consistently demonstrates the qualities of an effective coach: knowledgeable, well prepared, strong communicator, effective &amp; a positive role model.</th>
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</thead>
<tbody>
<tr>
<td>Competent</td>
<td>Teacher candidate is improving in his/her ability to be an effective coach.</td>
</tr>
<tr>
<td>Developing</td>
<td>Teacher candidate is beginning to develop required skills to become an effective coach.</td>
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</tbody>
</table>

Advisor/Mentor: ______________________________ Date: __________________
Date: _________________________

Dear __________________________

As a student teacher in a classroom in which you work, I write to request your permission to include your image in my teacher preparation portfolio. I am taking the edTPA to earn my initial teaching certificate. The edTPA is a license exam designed to assess my readiness to teach based on my work with students in a real classroom.

As part of my portfolio, I must write lesson plans and submit short video recordings that show how I teach these lesson plans. During taping, adults who work in my host classroom may appear on the video recordings as I am teaching. I will protect your right to confidentiality! No names will appear on any materials that are submitted. Only first names will be used during filming. My work on the video recordings will be assessed by my college supervisor and reviewers from Pearson Corporation who assess portfolios. The contents of my portfolio will be used for professional education purposes only. Videos will not be distributed publicly or otherwise made available for public use.

May I have your permission to use videos which may include your image? Please be assured that there are no positive or negative consequences for agreeing or refusing to participate in filming. You may not agree to participate for any reason. If you do not want your image to appear in my edTPA videotape, I will be sure to place the camera angle to honor your decision.

Please complete the form on the next page and return by __________________________. I thank you for supporting my growth as a future educator!

Sincerely,
Permission to Participate in edTPA Portfolio Activity

I understand that the policies of edTPA include the option to set cameras so as to exclude students and adults who may not be filmed or choose not to be filmed due to religious or personal preferences or other factors, such as membership in a witness protection program. The following documents include important information on confidentiality, as well as guidelines for protecting confidentiality of students and adults who are videotaped:

- Guidelines for Video Confidentiality for Faculty: [http://www.edtpa.com/Content/Docs/VideoConfidentialityFaculty.pdf](http://www.edtpa.com/Content/Docs/VideoConfidentialityFaculty.pdf)

_____ Yes, I give permission for ________________________________ to participate

(your name)

in edTPA portfolio activities. I agree that my image may appear in video recordings of edTPA-related lessons. I hold the State University of New York (SUNY) and student teacher harmless and release and discharge the student teacher as well as SUNY, its employees and agents, from any claims, demands, or causes of action on my part or that of those in connection to me. I give this consent on the conditions that: my identity remain confidential; the video recordings are not displayed in any public, non-secured venue; the videos will not be used for commercial purposes.

_____ No, I do not give permission for ________________________________ to participate

(your name)

in the SCALE edTPA portfolio activities.

Please return by ________________________________. Thank you!
Dear Parents and/or Guardians:

I write to request your permission to include your child’s image and work samples in my teacher preparation portfolio. As your child’s student teacher, I am taking the edTPA to earn my initial teaching certificate. The edTPA is a license exam designed to assess my readiness to teach based on my work with students in a real classroom.

As part of my portfolio, I must write lesson plans and submit short video recordings that show how I teach these lesson plans. During taping, your child may appear on the video recordings as I am teaching. I must also submit samples of student work as evidence of my teaching practice. The work I submit might be your child’s work. I will protect your child’s right to confidentiality! No student names will appear on any materials that are submitted. Students’ first names only will be used during filming. My work on the video recordings will be assessed by my college supervisor and reviewers from Pearson Corporation who assess portfolios. The contents of my portfolio will be used for professional education purposes only. Videos will not be distributed publicly or otherwise made available for public use.

May I have your permission to include your child in participation of these learning activities? Please be assured that there are no positive or negative consequences for agreeing or refusing to authorize your child’s participation. You may not agree to let your child participate for religious or other reasons. If so, your child will take part in the lesson but will be placed outside of the camera angle to honor your decision.

Please complete the form on the next page and return by ________________________. I thank you for supporting my growth as a future educator!

Sincerely,
Permission to Participate in edTPA Portfolio Activity

I understand that the policies of edTPA include the option to set cameras so as to exclude students who may not be filmed or choose not to be filmed due to religious or personal preferences or other factors, such as membership in a witness protection program. The following documents include important information on confidentiality, as well as guidelines for protecting confidentiality of students who are videotaped:

- Guidelines for Video Confidentiality for Faculty: http://www.edtpa.com/Content/Docs/VideoConfidentialityFaculty.pdf

Yes, I give permission for ___________________________________________ to participate (child’s name)

in edTPA portfolio activities. I agree that my child may appear in video recordings of edTPA-related lessons. I consent to my child’s work being submitted to SCALE at Pearson to provide evidence of the student teacher’s teaching skills. I hold the State University of New York (SUNY) and student teacher harmless and release and discharge the student teacher as well as SUNY, its employees and agents, from any claims, demands, or causes of action on my part or that of those in connection to me. I give this consent on the conditions that: my child’s identity and work remain confidential; the video recordings are not displayed in any public, non-secured venue; the videos will not be used for commercial purposes.

No, I do not give permission for ___________________________________________ to participate (child’s name)

in the SCALE edTPA portfolio activities.

____________________________________________  __________________________
Parent/Guardian Signature       Date

Please return by ________________________________. Thank you!
Queridos Padres de Familia y/o Tutores Legales:

Le(s) escribo para solicitar su permiso para incluir imágenes y/o fotografías de sus hijos y ejemplos de su trabajo en mi cartera de preparación de maestro. Soy el(la) maestro(a) en práctica de su hijo(a) y como requisito para obtener mi certificado inicial para enseñanza, estoy tomando el edTPA. El edTPA es un examen de licencia diseñado para evaluar mi nivel de preparación para la enseñanza, basado en mi trabajo con estudiantes en un salón de clases real.

Como parte de mi cartera de preparación de maestro debo escribir planes de trabajo y presentar cortas grabaciones de video que muestren que puedo enseñar dichos planes. Durante las grabaciones, su hijo(a) puede aparecer en las grabaciones de video mientras yo estoy enseñando. También debo incluir muestras del trabajo de los estudiantes como evidencia de mis prácticas de enseñanza. El trabajo que presente puede ser el trabajo de su hijo(a). Protegeré el derecho de confidencialidad de los participantes. No aparecerán los nombres de los participantes en ningún material que presente. Durante la filmación, sólo me referiré a los participantes utilizando su nombre de pila. Mi supervisor de la universidad y los revisores de la Corporación de Pearson serán los únicos que evaluarán mi cartera de preparación para la enseñanza y mi trabajo en las grabaciones de video. El contenido de mi cartera de trabajo para la enseñanza se usará para fines educativos profesionales únicamente. Los videos no se distribuirán públicamente ni estarán a disposición del público en general.

¿Permite(n) que su hijo(a) participe en estas actividades de aprendizaje? Tenga(n) por seguro que no habrá consecuencias ni positivas ni negativas por permitir o no, que su hijo(a) participe en estas actividades. Usted puede no permitir la participación de su hijo(a) por razones religiosas o de otro tipo. Si ese es el caso, su hijo(a) puede participar en la lección, pero lo(la) mantendremos fuera del ángulo de la cámara de manera tal que no esté en la grabación de video, honrando así, su decisión.

Por favor complete la forma en la siguiente página y regrésela para el día
__________________________________________________________________________.

Muchas gracias por apoyar mi formación como docente.

Sinceramente,
Permiso para participar en las Actividades de la Cartera de Preparación para Maestro en el edTPA

Comprendo que la política del edTPA incluye la opción de poner cámaras de manera tal que no se grabe a estudiantes que prefieran no participar ya sea por razones religiosas, preferencias personales u otros factores tales como participar en un programa de protección de testigos. Los siguientes documentos incluyen información importante sobre la confidencialidad, al igual que lineamientos para proteger la confidencialidad de los estudiantes a quienes se grabe.

- Confidencialidad y Seguridad de los materiales del candidato al edTPA y de la Información de Evaluación. 
- Lineamientos de Confidencialidad de Videos por parte de los profesores. 
  http://www.edtpa.com/Content/Docs/VideoConfidentialityFaculty.pdf
- Lineamientos de Confidencialidad de Videos por parte de los Candidatos a maestros. 

______________________________

Sí, doy permiso a ________________________________________________
(nombre del niño/a) de participar en las actividades de la cartera de preparación para maestro. Concedo mi consentimiento para que mi hijo(a) aparezca en las grabaciones de video relacionadas con las lecciones para el edTPA. Permito que el trabajo de mi hijo se presente a SCALE en la Corporación de Pearson para proveer evidencia de las habilidades de enseñanza del maestro en práctica. Eximo de toda responsabilidad a la Universidad del Estado de Nueva York (SUNY) y al maestro/a en práctica y libero al maestro en práctica, al igual que a SUNY, sus empleados y agentes, de cualquier demanda, o causa de acción legal por mi parte o por parte de aquellos relacionados a mí. Otorgo este permiso con las siguientes condiciones: que la identidad y el trabajo de mi hijo(a) se mantengan anónimos, que las grabaciones de video no se proyecten, ni presenten en ningún medio inseguro, que los videos no se utilicen para uso comercial.

______________________________

No, no doy permiso de que _______________________________________
(nombre del niño/a) participe en las actividades de la cartera de preparación para maestro del SCALE en el edTPA.

______________________________  ____________________________
Padres/ Tutor Legal              Fecha

Por favor regrese este permiso para el
<table>
<thead>
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<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
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**Key:**  
(O) observed  
(A) assisted  
(T) taught  
(TO) taught and was observed by instructor  
(P) participated in class
# NYS Learning Standard 1 – Personal Health and Fitness

Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

1A. Students will perform basic motor and manipulative skills. Students will attain competency in a variety of motor and sports activities.

1B. Students will design personal fitness programs to improve cardio respiratory endurance, flexibility, muscular strength, endurance, and body composition.

**NYS Learning Standard 2 – A Safe and Healthy Environment**

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

2A. Students will demonstrate responsible personal and social behavior while engaged in physical activity. They will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication.

2B. Students will be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants.

**NYS Learning Standard 3 – Resource Management**

Students will understand and be able to manage their personal and community resources.

3A. Students will be aware of and able to access opportunities available to them within their community to engage in physical activity.

3B. Students will be informed consumers and be able to evaluate facilities and programs.

3C. Students will also be aware of career options in the field of physical fitness and sports.

## NYS/National Standards

<table>
<thead>
<tr>
<th>Psychomotor Domain</th>
<th>/</th>
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<tbody>
<tr>
<td>Affective Domain</td>
<td>/</td>
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<tr>
<td>Cognitive Domain</td>
<td>/</td>
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<tr>
<td>List of Academic Language Used</td>
<td>/</td>
</tr>
</tbody>
</table>

## Fitness Objective and Health/Skill

**PM/Cogn**

<table>
<thead>
<tr>
<th>Common Core Standards</th>
<th>CC Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safety Statement</td>
<td>/</td>
</tr>
</tbody>
</table>

## Equipment

## Teaching Styles

- Command
- Practice
- Reciprocal
- Self-Check
- Inclusion
- Discovery
- Problem Solving
- Cooperative
- Stations
- Jig-Saw

## References

(e.g. Book, course packet, pg #, complete web address URL):

**National Standards – The physically literate individual:**

1. Demonstrates competency in a variety of motor skills and movement patterns.
2. Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
3. Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
4. Exhibits responsible personal and social behavior that respects self and others.
5. Recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.
<table>
<thead>
<tr>
<th>Lesson Components</th>
<th>Time (mins)</th>
<th>Organization</th>
<th>Description</th>
<th>Adoptions, Assessments, Reminders CFU, Academic Language, Alignment to objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instant Activity</td>
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<td>Transition</td>
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<tr>
<td>Introduction,</td>
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<td>Transition</td>
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<td>Signal for</td>
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<td>Transition</td>
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<td>Attention,</td>
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<td>Hook,</td>
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<tr>
<td>Expectations</td>
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<tr>
<td>Fitness Activity</td>
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<tr>
<td><strong>Body of Lesson</strong></td>
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<tr>
<td><strong>(Lesson Focus)</strong></td>
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<tr>
<td><strong>Teaching Progressions</strong> – Show some of the major tasks/activities listed on your <a href="#">Activity Progression Worksheet</a>.</td>
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<tr>
<td><strong>Learning Tasks</strong></td>
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<tr>
<td>a) For each learning task, please describe demonstrations and/or questions that will facilitate student learning and engagement.</td>
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<td>b) Describe the learning task. E.g. <em>Hit the ball over the net to your partner 10 times.</em></td>
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<td><strong>Cues (Refinements)</strong> – Simple words to improve performance and understanding.</td>
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<td>E.g. <em>Eyes at target.</em></td>
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<td><strong>Variations / Modification</strong> – Add variations to the learning tasks to make it easier and harder according to needs and abilities of the students (lower and higher skilled students).</td>
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<td>Task #1</td>
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<td>Easyer -</td>
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<td>Transition</td>
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<td>Transition</td>
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<td>Task #3</td>
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<td>Task #4</td>
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<td>Transition</td>
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<td>Lesson Closure, Hook to Next Lesson</td>
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<td><strong>Evaluation of Lesson</strong></td>
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<tr>
<td><strong>Pre-planning:</strong> Previous instruction in this activity (earlier grade levels)</td>
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<td><strong>Post-planning:</strong> &quot;Assessment Informs Teaching:&quot; future needs based on assessment results</td>
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<td><strong>Teacher Reflection Notes:</strong></td>
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<td><strong>Instructional Supports</strong></td>
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<td><em>(Include any assessment, task cards, exit slips you used): Describe and number</em></td>
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## Lesson Plan Instructions
### Section 1: Contextual Information

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<thead>
<tr>
<th>Lesson Plan Component</th>
<th>Directions</th>
<th>Course/s</th>
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<tbody>
<tr>
<td>Lesson plan #</td>
<td>Indicate the # in the lesson sequence or unit</td>
<td>EDU 255</td>
</tr>
<tr>
<td>Teacher Candidate/s</td>
<td>Write name of teacher(s)</td>
<td>EDU 255</td>
</tr>
<tr>
<td>School</td>
<td>SUNY Cortland or the school where lesson is taught</td>
<td>EDU 255</td>
</tr>
<tr>
<td>Unit/Activity</td>
<td>List the unit or activity</td>
<td>EDU 255</td>
</tr>
<tr>
<td>Central Focus</td>
<td><strong>Central Focus:</strong> A statement that captures or summarizes the overarching learning outcomes associated with content standards and learning objectives. It may not be as broad or comprehensive as a central focus used in a longer unit of instruction, but it should represent a focus beyond facts and skills. <em>For example,</em> the central focus for a physical education learning segment might be executing basic basketball skills in a small-sided game.</td>
<td>EDU 255</td>
</tr>
<tr>
<td>Lesson Focus &amp; National Outcomes</td>
<td>More specific than the central focus as in what is being taught today and what are the national outcomes that are being addressed? List the national outcomes (words and #) and in section 2 of the lesson, be sure to indicate where you will meet these outcomes e.g. S1.E13.1: Throws underhand, demonstrating two of the five critical elements of a mature pattern.</td>
<td>EDU 255</td>
</tr>
<tr>
<td>Date</td>
<td>Date or anticipated date the lesson is expected to be taught.</td>
<td>EDU 255</td>
</tr>
<tr>
<td>Grade</td>
<td>Indicate the grade level of the lesson. This may be a range for secondary. For example, Grades: 7&lt;sup&gt;th&lt;/sup&gt;-8&lt;sup&gt;th&lt;/sup&gt;.</td>
<td>EDU 255</td>
</tr>
<tr>
<td># in Class</td>
<td>Number of students in the class or give a range (15-20 students).</td>
<td>EDU 255</td>
</tr>
<tr>
<td>Length of class</td>
<td>Total duration of the lesson.</td>
<td>EDU 255</td>
</tr>
<tr>
<td>NYS/National Standards</td>
<td>Indicate the NYS and the National Standards which align with the lesson.</td>
<td>EDU 255</td>
</tr>
<tr>
<td>Objectives</td>
<td>PED 201 writes objectives as proposed goals. Include a situation, task, and criterion in each objective in this format: i.e.: <strong>SITUATION- TASK</strong> (in bold); <strong>CRITERIA</strong> (underlined). The criteria must be measurable, observable and specific. Affective and Fitness objectives should be THEMED based</td>
<td>PED 201, PED 434</td>
</tr>
<tr>
<td>Assessment tool</td>
<td>Identify a formal or informal assessment tool for each objective. The tool must match the corresponding objective criteria. Formal assessment tool examples include: written quiz, rubric, rating scale, checklist, self-report, journal, etc. Examples of informal procedures include teacher observation and CFUs. Indicate the assessment tool in the right hand column on pg. 2-3.</td>
<td>PED 434, EDU 255</td>
</tr>
<tr>
<td>Teaching Styles</td>
<td><strong>Bold</strong> the styles used in the lesson.</td>
<td>EDU 255/355</td>
</tr>
<tr>
<td>Academic Language</td>
<td>A list which includes the “Language of the activity/discipline”. – could include vocabulary, symbols, concepts, cues such as: “drop shot”, a referee’s ‘T’ for time-out, F.I.T.T., “step w/ opposition”. The students are expected to use these terms within the lesson. EDU 355 uses academic language at a higher level and goes beyond vocabulary. AL is indicated in the right column on pg. 2-3.</td>
<td>EDU 255</td>
</tr>
<tr>
<td>Common Core Standards</td>
<td>Identify the CC standard the lesson will support. Copy from the CC website. Physical Education supports Literacy/Language Arts in the CC. Go to: <a href="http://www.corestandards.org/ELA-Literacy/CCRA/L/">http://www.corestandards.org/ELA-Literacy/CCRA/L/</a> Click on reading, writing, speaking standards and the grade on the right and find the corresponding standard - copy # and text <strong>Connect the CC standard with your academic language task</strong> e.g. Grade 3 comprehension: CCSS.ELA-LITERACY.SL.3.1.D: Explain their own ideas and understanding in light of the discussion.</td>
<td>EDU 355</td>
</tr>
<tr>
<td>Equipment</td>
<td>List all the equipment and number used in the lesson.</td>
<td>PED 201</td>
</tr>
<tr>
<td>Safety Statement</td>
<td>Brief statement or statement in form of a quote/script. Also indicate in the right column on pg. 2-3</td>
<td>PED 201</td>
</tr>
<tr>
<td>References</td>
<td>Full internet URL; APA format on books w/ page #, references are proof of standard practice such as: <strong>Malmberg, E. (2003). Kidnastics: a teacher-centered approach to teaching gymnastics. Champaign, IL: Human Kinetics. (pp.33-35)</strong> <strong>Internet site- use the FULL url!!! Like this: <a href="http://www.exrx.net/Articulations/Shoulder.html#anchor102874">http://www.exrx.net/Articulations/Shoulder.html#anchor102874</a></strong></td>
<td>EDU 255</td>
</tr>
</tbody>
</table>
## Section 2: Lesson Activities

<table>
<thead>
<tr>
<th>Lesson Plan Component</th>
<th>Directions</th>
<th>Course/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Column: time</td>
<td>Provide a range of estimated time for each task presented</td>
<td>EDU 255</td>
</tr>
<tr>
<td>Column: organization</td>
<td>A “map” of S and T placement, if space is limited, attach supplement</td>
<td>EDU 255</td>
</tr>
<tr>
<td>Column: adaptations,</td>
<td>Explain the protocol (management of students, equipment, time and space) used in each assessment. Describe CFU procedures; write out specific questions.</td>
<td>PED 434</td>
</tr>
<tr>
<td>assessments,</td>
<td>Show the alignment between task, objective and assessment.</td>
<td>PED 356</td>
</tr>
<tr>
<td>CFUs Academic Language</td>
<td>If you have a specific focus student or student that needs individual adaptations, you can write it in here as well.</td>
<td>PED 356</td>
</tr>
<tr>
<td>Alignment</td>
<td></td>
<td>PED 356</td>
</tr>
<tr>
<td>Instant Activity</td>
<td>Plan and describe a task that students will participate in upon arriving to the learning environment. May be used as a 5 minute fitness or warm-up activity</td>
<td>EDU 255</td>
</tr>
<tr>
<td>Transition</td>
<td>Explain how the students will move from one space to another. Example: When I say “go”, when the music stops, when you hear the signal for attention…Place the equipment in the hula-hoop/ basket and meet in the circle.</td>
<td>EDU 255</td>
</tr>
<tr>
<td>Introduction</td>
<td>Transcribe an introduction to the day’s lesson. Make sure to provide a set induction, outline, and introduce academic language. Hook Signal for Attention Overview/Expectations Address any objectives/assessments you will expect your students to accomplish – be explicit!</td>
<td>EDU 255</td>
</tr>
<tr>
<td>Fitness Activity</td>
<td>Every lesson should come with an activity where fitness is EXPLICITLY taught. Explain the fitness activity here and be sure it is aligned to your fitness objective. Include the full (words and #) National Outcome!</td>
<td>EDU 255 PED 382 PED 355</td>
</tr>
<tr>
<td>Body of Lesson</td>
<td></td>
<td>PED 434</td>
</tr>
<tr>
<td>- Tasks</td>
<td>Describe the task with enough detail so someone else could teach it. In the first row of the task (a), explain how you will get the students engaged in the activity (through questions, or demonstration?). In the second row (b) you will describe the task in detail.</td>
<td>EDU 255</td>
</tr>
<tr>
<td>- Cues</td>
<td>List cues used for the task.</td>
<td>PED 434 PED 255</td>
</tr>
<tr>
<td>- Variations</td>
<td>Add modifications to make the tasks easier and harder according to the skill level of the students. (use GLSP)...(examples: change the time, distance, challenges, 3 of people, etc.).</td>
<td>PED 434 PED 255</td>
</tr>
<tr>
<td>Lesson closure</td>
<td>Review lesson; check for understanding, hook to the next lesson.</td>
<td>EDU 255</td>
</tr>
<tr>
<td>Evaluation of lesson</td>
<td></td>
<td>PED 434</td>
</tr>
<tr>
<td>- Pre-planning</td>
<td>Name of school, date and grade (PED 201). Knowledge of students, community, personal assets/characteristics. What do the students know and what can they do before the lesson. Include info about pre-assessment. Include a summary of previous instruction in the activity or related activities. Describe the present level of performance if known.</td>
<td>PED 201</td>
</tr>
<tr>
<td>- Post-planning</td>
<td>Analysis of student performance. What did the students learn in this lesson? Explain what your observations were or what your assessments tell you.</td>
<td>EDU 255</td>
</tr>
<tr>
<td>- Teacher reflection notes</td>
<td>From the data and post planning, what can you do as the teacher moving forward to the next lesson? Teacher reflection includes what worked, what didn’t, why, and what to change.</td>
<td>EDU 255</td>
</tr>
<tr>
<td>Instructional supports</td>
<td>Attach copies of the assessment tools, recording forms, cue cards, station cards, etc. Be sure to list and number. Remember to include language cards you will use within your lesson.</td>
<td>PED 434 PED 355</td>
</tr>
</tbody>
</table>
**SUNY Cortland Department of Physical Education**  
**WEEKLY APPRAISAL of Teacher Candidate by Cooperating Teacher**

Name of Teacher Candidate (TC) ___________________________ Week # ______ Date ___________

Name of Cooperating Teacher ___________________________ School ______________________

DIRECTIONS: Cooperating Teacher/Teacher Candidate – The teacher candidate will send one appraisal form each week to the college supervisor with his/her weekly report. The purposes are to help the teacher candidate to evaluate his/her weekly progress and to serve as cumulative information in arriving at the mid and final student teaching evaluation (STE). *Please discuss the results of this evaluation each week!*

**Exemplary:** The teacher candidate is consistently and comprehensively demonstrating this standard.  
**Proficient:** The teacher candidate is consistently demonstrating this standard.  
**Developing:** The teacher candidate is satisfactorily demonstrating this standard.  
**Unsatisfactory:** The teacher candidate is not yet consistently or satisfactorily demonstrating this standard or unable to observe at this time.

NOTE: Specific comments are often more helpful than the rating. You will use this data to complete the STE.

<table>
<thead>
<tr>
<th>SHAPE/CAEP Standards</th>
<th>Rating</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical education candidates demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective preK-12 physical education program. (1.a-1.d).</td>
<td>E P D U</td>
<td></td>
</tr>
<tr>
<td>1 Content and Foundational Knowledge: The TC can analyze and correct critical elements of motor skills &amp; performance concepts (1.d; 1.e)</td>
<td>E P D U</td>
<td></td>
</tr>
<tr>
<td>3 Planning &amp; Implementation: The TC designs &amp; implements short &amp; long-term plans including linkage with goals, objectives, and standards (3.a, 3.b, 3.e).</td>
<td>E P D U</td>
<td></td>
</tr>
<tr>
<td>3 Planning &amp; Implementation: The TC plans and adapts instruction for diverse student needs using progressive and sequential instruction (3.d)</td>
<td>E P D U</td>
<td></td>
</tr>
<tr>
<td>3 Planning &amp; Implementation: The TC plans and implement learning experiences that engage students in using metacognitive strategies appropriately to analyze their own performance results (3.f)</td>
<td>E P D U</td>
<td></td>
</tr>
<tr>
<td>4 Instructional Delivery and Management: The TC implements transitions, routines and positive behavior management to create and maintain a safe, supportive and engaging learning environment (4.b).</td>
<td>E P D U</td>
<td></td>
</tr>
<tr>
<td>4 Instructional Delivery and Management: The TC evaluates the changing dynamics of the learning environment and adjust instructional tasks as needed to further student progress (4.c).</td>
<td>E P D U</td>
<td></td>
</tr>
</tbody>
</table>
### Standard 6: Professional Responsibility
Physical education teacher candidates demonstrate behaviors essential to becoming effective professionals.

**Exemplary:** The teacher candidate consistently and exceptionally demonstrates the disposition.

**Proficient:** The teacher candidate frequently demonstrates the disposition and is open to receiving guidance to improve his/her performance.

**Developing:** The teacher candidate satisfactorily demonstrates the disposition.

**Unsatisfactory:** The teacher candidate rarely demonstrates the disposition or unable to observe at this time.

<table>
<thead>
<tr>
<th>Dispositions</th>
<th>Rating</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>The TC demonstrates a belief that all students can become physically educated individuals (6.a).</td>
<td>E P D U</td>
<td></td>
</tr>
<tr>
<td>The TC participates in activities that enhance collaboration and leads to professional growth (6.b).</td>
<td>E P D U</td>
<td></td>
</tr>
<tr>
<td>The TC maintains a professional appearance (6.a).</td>
<td>E P D U</td>
<td></td>
</tr>
<tr>
<td>The TC demonstrates ethical behaviors in all aspects of practice in the school setting (6.a)</td>
<td>E P D U</td>
<td></td>
</tr>
<tr>
<td>The TC participates in professional growth opportunities (6.b)</td>
<td>E P D U</td>
<td></td>
</tr>
<tr>
<td>The TC demonstrates knowledge of promotional strategies (advocacy) for physical education (6.c)</td>
<td>E P D U</td>
<td></td>
</tr>
</tbody>
</table>

Number of days absent this week ____________________ Number of days tardy this week ____________________

**General Comments:**

Signature of Teacher Candidate ___________________________________________ Date ______________

Signature of Cooperating Teacher __________________________________________ Date ______________
SUNY Cortland Physical Education Student Teaching
STUDENT TEACHER APPRAISAL of a Lesson by College Supervisor

Student Teacher _____________________________ Cooperating Teacher _____________________________
Observer ___________________________________ School ________________________________________
Activity ____________________________________ Grade Level __________________________ Date_____________________________

Code:  3 = Strength 2 = Average 1 = Area to Improve NA = Not Applicable

A. ESSENTIAL ELEMENTS OF INSTRUCTION
___ Lesson focus/overview
___ Statement of expectations for lesson
___ Safety considerations and statements
___ Use of visual aids
___ Clear and effective demonstration provided
___ Instructional points clearly specified (3-5)
___ Opportunity for clarification and check student understanding
___ Practice – where to go, how to move, what to do, how long
___ Feedback and student modeling – use of a variety of forms of feedback
___ Lesson closure with teaser

B. PERSONAL QUALITIES
___ Professional in attire
___ Well-groomed for teaching
___ Positive image and role model
___ Performs with the demeanor of a teacher
___ Readily assumes responsibility
___ Functions with vitality Uses common sense Exhibits a sense of humor Utilizes courtesy and tact Shows initiative
___ Displays flexibility
___ Appears confident, assertive and poised in teaching role
___ Professional, productive and positive relationships with students

C. PROFESSIONAL QUALITIES
___ Shows basic knowledge of subject matter
___ Communicates information clearly to students
___ Language suitable to grade level
___ Good command of the English language
___ Sufficient voice projection (outdoors indoors)
___ Effective voice pitch and tone
___ Speaks with enthusiasm
___ Thinks well “on his/her feet”
___ Taps creativity

D. LESSON ORGANIZATION AND PRESENTATION
___ Preplanned solid format
___ Equipment and supplies readied before class
___ Orderly class entry procedures
___ Activity appropriate for grade level
___ Appropriate teacher position in relationship to class
___ Addressed all students Warm-up
___ Activity included Progressions
___ Logical and sequential
___ Equipment distribution and collection efficient
___ Equipment, space and personnel utilized to potential
___ Recognizes need for review
___ Uses student input
___ Provides for maximum participation
___ Uses motivational devices, offers challenges to enhance learning
E. CLASS MANAGEMENT AND CONTROL
___Atmosphere conducive to learning
___Provides a safe environment
___Teaches social skills and cognitive skills as well as physical
___Utilizes praise and encouragement
___Organizes students effectively Offers logical transitions
___Utilizes class time wisely
___Sets an effective lesson pace for the grade level
___Maintains disciplined classes
___Elicits attention of entire group
___Follows through on directives given; doesn’t resort to idle threats
___Shows consistency when implementing rules and policies
___Keeps playing conditions fair
___Addresses inappropriate behavior or language
___Upholds high standards of performance
___Provides individualized instruction
___Analyzes skill development; makes appropriate corrections
___Anticipates problem areas
___Reacts quickly to unexpected situations
___Takes advantage of teachable moments
___Competent officiating skills

F. PROFESSIONAL GROWTH
___Receptive to constructive criticism
___Makes effective use of suggestions
___Evaluates own performance
___Can adjust and improve upon lesson taught
___“Reads” a class to recognize its strengths and shortcomings
___Willing to try new ideas
___Not afraid to make a mistake and learn from it
___Enjoys teaching students, not materials; interacts comfortably
___Promptly meets obligations and deadlines
___Cooperates with sponsor teacher
___Involvement beyond the scheduled assignment:

G. WRITTEN WORK
___Submitted promptly
___Writes legibly
___Employs correct English grammar
___Objectives clearly stated
___Content concrete/cues provided
___Organization efficient
___Addressed the learning standards and linked them to the objectives:
   ___Standard #1A – Skill
   ___Standard #1B – Fitness/wellness
   ___Standard #2 – Personal/social responsibility and safety
   ___Standard #3 – Resource management
___Objectives evaluated

H. FINAL OUTCOME
___Is the class more “physically literate” as a result of this lesson?

I, ________________________________, verify that I have reviewed this observation appraisal form with
my college supervisor.
Signature of Student Teacher __________________________ Date ______________________
1. Strengths of the lesson observed

2. Recommended areas of improvement

Signature of College Supervisor ______________________________ Date ______________________
Online Student Teacher Evaluation (STE) Instructions

The online student teacher evaluation:
  a. Is completed in weeks 4, 8, 12, and 16 (midterm and final in each quarter).
  b. Is completed by the teacher candidate.
  c. Is completed by the college supervisor.
  d. Is completed by the cooperating teacher.

You need to make sure your cooperating teacher completes the STE.
  e. The cooperating teacher directions are different from your directions.
  f. Their directions were sent from the Field Placement Office.
  g. If the cooperating teacher does not have directions or has difficulty with the submission process, he/she should call the Field Experience and School Partnership Office at (607) 753-2824.

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:

http://www2.cortland.edu/teacher-education/field-placement/ste-dates-.dot

and

http://www2.cortland.edu/departments/physical-education/student-teaching-information.dot
<table>
<thead>
<tr>
<th>DISPOSITIONS</th>
<th>TARGET</th>
<th>ACCEPTABLE</th>
<th>UNACCEPTABLE</th>
<th>RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrity</td>
<td>Exhibits exceptional character through honesty, trustworthiness,</td>
<td>Exhibits character through honesty, trustworthiness, transparency, and responsible behavior. Is</td>
<td>Displays dishonesty and/or unlawful behavior as may be evidenced by a TECRC review. Fails to follow-</td>
<td></td>
</tr>
<tr>
<td></td>
<td>transparency, and responsible behavior. Is always</td>
<td>dependable in follow-through and honoring commitments. Maintains confidentiality. Displays a lack of</td>
<td>through, honor commitments, or maintain confidentiality.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>dependable in follow-through and honoring</td>
<td>bias in interacting with others.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>commitments. Maintains confidentiality.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emotional Maturity</td>
<td>Expresses an awareness of self and acknowledges personal strengths</td>
<td>Expresses an awareness of self and usually acknowledges personal strengths and limitations. Maintains</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>and limitations. Maintains self-control.</td>
<td>self-control. Is developing an increased sense of responsibility for own actions. Is open to</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Accepts responsibility for own actions, is open</td>
<td>suggestions, and interacts with others.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>to different ideas, and interacts well with others.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work Ethic</td>
<td>Is consistently well organized, prepared, punctual, and reliable.</td>
<td>Demonstrates genuine and sustained effort. Produces work that is correct. Is organized, prepared,</td>
<td>Is not prepared for class and/or late to class. Produces work that is characterized by errors and/or</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Produces work that is complete, timely and</td>
<td>punctual and reliable, though may need minor improvement in planning and/or time management.</td>
<td>is late or missing.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>evident of detailed planning. Works above and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fairness and Empathy</td>
<td>Understands all opinions and perspectives, makes reasoned</td>
<td>Listens to all opinions and perspectives, makes reasoned decisions, and generally shows empathy</td>
<td>Displays inability to listen to all opinions and perspectives, and lacks the ability to make reasoned</td>
<td></td>
</tr>
<tr>
<td></td>
<td>decisions, and shows empathy and concern for others.</td>
<td>and concern for others. Demonstrates an awareness of diversity and usually supports, encourages,</td>
<td>decisions and to demonstrate empathy and concern for others. Rarely supports, encourages, and advocates</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Supports, encourages, and advocates for all</td>
<td>and advocates for others in an unbiased manner.</td>
<td>for others in an unbiased manner.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>individuals in an unbiased manner, demonstrating</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a commitment to diversity.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collegiality</td>
<td>Consistently models courtesy communication and works well with</td>
<td>Models courtesy in communications and works well with all members of the learning community.</td>
<td>Demonstrates discourteous communication and does not work well with members of the learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>all members of the learning community. Excel in</td>
<td>Is making acceptable progress in forming positive relationships through sharing ideas and knowledge,</td>
<td>community. Has not formed positive relationships w/colleagues. Does not share ideas or knowledge,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>forming positive relationships through sharing</td>
<td>discussing issues, and managing conflict.</td>
<td>fails to assist others, and lacks conflict management skills.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ideas and knowledge discussing issues, and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respect for Policies</td>
<td>Routinely demonstrates behavior consistent with policies AND/OR</td>
<td>Seeks clarification of policies as needed AND/OR can describe and explain basic college/school</td>
<td>Expects policies to be waived AND/OR displays lack of awareness of basic college/school policies</td>
<td></td>
</tr>
<tr>
<td>and Procedures</td>
<td>can easily describe and explain college/school</td>
<td>policies regularly makes an effort to comply. Seeks clarification of policies as needed.</td>
<td>and/or violates those policies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>policies relevant to stakeholders (e.g.,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>students, teachers, administrators, parents,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>community members.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:

Candidate’s Name (print) ___________________________________________ Date__________________

Signature_________________________________________________________ Date__________________

Instructor’s Name (print) ___________________________________________ Date__________________

Signature_________________________________________________________ Date__________________
Candidate Consultation Report for Student Teachers

Candidate _______________________________________ Meeting Date ______________________
Supervisor ______________________________________ Meeting Time ______________________
Cooperating Teacher ____________________________ Meeting Place ______________________
Other Participant ______________________________________________________________________

Supervisor and candidate must meet face-to-face. Other participants required as necessary. Candidates must be informed of concerns in a timely manner with this form serving as written documentation. Progress should be closely monitored and recorded.

Reason for consultation:

Actions to be taken by participants with specified conditions, consequences and timeline.

Additional documentation may be attached.

I have read the reasons for consultation and the actions expected from each participant. The candidate’s failure to comply with this contract may result in failure of the student teaching experience.

Candidate signature ___________________________________________ Date________________________
Supervisor signature __________________________________________ Date________________________
Cooperating teacher signature ____________________________ Date________________________
Other signature __________________________________________ Date________________________

Original to supervisor; copies to candidate, CT, and PE field experience coordinator.
Suggested College Supervisor Timeline
SUNY College at Cortland: Department of Physical Education

Supervisor qualifications, requirements, and expectations are explained in the College Student Teaching Handbook (found at: www.cortland.edu/fieldplacement).

Below is a suggested timeline for supervision of teacher candidates. The week you visit each student teacher will depend on the number of teacher candidates you have and their schedules. Additional observations are recommended for teacher candidates who are having problems.

Please schedule a minimum of two different days of visitations to each student teacher per quarter. A minimum of three written observation appraisal forms per quarter must be done.

**Week 1 and 9: Optional Preliminary Visit**
- Done largely to acclimate yourself with the school, travel, parking, school check-in procedures, and the cooperating teacher.
- Discuss your role with the cooperating teacher.
- Discuss the cooperating teacher’s role and responsibilities.
- Discuss the location of information: Cooperating Teacher Timeline, Conferencing with your Student Teacher, PE Student Teaching Handbook, (www2.cortland.edu/departments/physical-education) and further information (www.cortland.edu/fieldplacement) Explain your timeline of observations.
- For week 1, remind teacher candidates to collect context information and to determine what lesson segment (unit) they will teach with their host teacher.
- Give your name, phone number, and email address to the cooperating teacher.
- For week 9 remind teacher candidates that their edTPA is due to be submitted to Watermark soon.*

**Week 3 and 11: First Visit**
- If a preliminary visit is not made, do all of the above items.
- Do systematic observation of agreed-upon teaching behaviors. Set goals.
- Conduct a conference with both the student teacher and cooperating teacher. A three-way conference is preferred if possible. Evaluate and discuss the lesson, the written plan, and the student’s progress.
- Discuss plans for technology assignment.
- Remind student teachers to collect artifacts to update the portfolio they completed in the Pre-Student Teaching Conference (EDU 454).
- Possible topics for discussion with the student teacher
  - Relationship with the cooperating teacher
  - Knowledge of the functioning of the school
  - Facility and equipment
  - Diverse learners and accommodations
  - IEPs for students with disabilities
  - Extended opportunities: staff meetings, in-service, after-school programs
  - Emergency procedures (fire drills, injuries, etc.)
  - Discipline procedures within physical education
Week 4 and 12
- Each member of the triad completes the mid-quarter Student Teacher Evaluation (STE) through myRedDragon. If you have questions about submissions, contact the Field Experience and School Partnership Office.

Week 5/6 and 13/14: Second Visit
- Do systematic observation of agreed-upon teaching behaviors. Make comparison to previous observations. Set goals.
- Evaluate and discuss the lesson and the written plan (objectives, content, assessment), from the observation.
- Remind student teachers to write a thank you letter to their cooperating teacher/s.
- Remind student teachers to continue to collect artifacts to update their portfolios.
- Remind student teachers to complete the evaluation of their cooperating teacher.
- For week 14, complete disposition form on Watermark.

Week 8 and 16
- Each member of the triad completes the final Student Teacher Evaluation (STE) report on-line.
- Arrange and conduct the final, three-way conference involving the student teacher, the cooperating teacher, and the college supervisor for each placement.
- Submit grades (H, S or U or INC) for both EDU 455 and EDU 456 by the designated date through myRedDragon.
- Complete the Assessment of Student Learning and the Disposition forms on Watermark.

End of the semester
- Prepare and mail thank you letters to the cooperating teachers.
- Submit the following materials to the Department of Physical Education.
- Please return all other written materials to the teacher candidate.
- By the designated dates in December and May of each academic year, please submit to Heather Hammonds (607-753-5577 or heather.hammonds@cortland.edu) your nomination(s) for the Tesori Male Student Teaching Award and the Alway Female Student Teaching Award, if you have a student teacher who is particularly outstanding (see description next page). Note that each supervisor can select one recipient for each of the two awards on a per semester basis.
- Attend the spring meeting for on-campus faculty and supervisors. The meeting is usually conducted on the Monday following commencement.
- Because you are traveling via your own car to the host school districts, please be sure to mail all travel forms to the Field Experience School Partnership Office in the Education Building by the 10th of one month for all travel completed during the previous month.
Alway & Tesori Awards

Student teachers are nominated by their college supervisors for exhibiting excellence in student teaching. Supervisors should be highly selective in their nominations and the performance of the student teachers should reflect the qualities described below:

**FEMALE:** “The Lenore K. Alway Student Teaching Award is special in that it recognizes excellence in student teaching, which is the culminating experience of our program. To be successful, you must integrate and synthesize the theoretical and pedagogical content knowledge of our field and be able to apply it in ways that help students learn. It is truly an achievement to be honored for your performance during this experience.”

**MALE:** “The Anthony P. Tesori Student Teaching Award is special in that it recognizes excellence in student teaching, which is the culminating experience of our program. To be successful, you must integrate and synthesize the theoretical and pedagogical content knowledge of our field and be able to apply it in ways that help students learn. It is truly an achievement to be honored for your performance during this experience.”

Award certificates are mailed to the recipients following the end of the semester.
Contact Numbers for Questions

Taskstream
Chris Widdall
Chris.widdall@cortland.edu
607-753-5449

PE Field Experience Coordinator
Matthew Madden
Matthew.Madden@cortland.edu
607-753-5700
Student performance
Forms specific to PE
PE handbook
Procedures
Teacher Certification
Professional portfolio
CT issues
Seminar
Technology Assignment
Dispositions/Candidate
Consultations

Technology Help Desk
607-753-2500
Technology questions

Field Experience & School Partnership Office
Linda Foster
linda.foster@cortland.edu
607-753-2830
Placement process
College handbook
Mileage & forms
Compensation
Online STE’s (midterm & final)
CT compensation

PE Department Secretary
Heather Hammonds
Heather.Hammonds@cortland.edu
607-753-5577
Employment
ST awards

Registrar’s Office
607-753-4702
Grade submittal process
New York Teacher Certification

Initial Certification

The entry-level certificate for classroom teachers issued in specific subjects is valid for 5 years (NYSED).

Requirements:
1. Completion of a NYS registered program in physical education
   a. Institutional recommendation: authorization form on your Banner
2. Child Abuse Recognition and Reporting (CARR) workshop
3. Safe Schools Against Violence in Education (SAVE) workshop
4. DASA
5. Fingerprint clearance
   a. FAQ’s: http://ohe32.nysed.gov/tcert/
6. NYS Teacher Certification Examinations*:
   b. edTPA
   c. EAS (Educating All Students)
   d. CST (Content Specialty Test) in PE

*NYS Teacher Certification Examinations can be taken in paper format or in computer-based format. Go to the website to find test sites, dates, and fees.

Initial Certification Application:
To apply for your teacher certification, go to your account in the TEACH system at http://www.highered.nysed.gov/tcert/home.html. (Almost all of you created this account when you were fingerprinted. If you can't remember your user name and password, don't create a new account! Follow their prompts to have them send you the user name and password.) You do not have to pay for the application at the time you set up your account since you will have unlimited access to your TEACH account.

Professional Certification

All teachers employed by NYS public schools must obtain a professional certificate within 5 years of the effective date of their initial certificate. Your professional certificate is continuously valid with completion of required professional development hours on a five-year professional development cycle (NYSED).

Requirements:
1. Three years of teaching experience
   a. “Classroom teaching experience includes experience earned in a public or approved nonpublic preschool or elementary, middle, or secondary school. Claimed experience may be in any grade or subject. Experience that is not full time may be credited on a prorated basis. Teaching assistant experience is not applicable to this requirement. Teachers working as substitutes in numerous districts may wish to have each district verify the experience by providing a short letter on district letterhead” (NYSED).
2. One year of mentored teaching experience
   a. According to NYSED, “Mentored experience” refers to the guidance and professional support that experienced, certified teachers provide to new teachers in their first year of teaching in a public school. Documentation of the mentored experience must be provided by the superintendent of the employing school district.
   b. Master’s degree
      http://www.highered.nysed.gov/tcert/certificate/relatedmasters.htm#pe Master’s degree in the initial certificate content
   c. Master’s degree in a related field to the initial certificate content
      i. Related fields: sports medicine, health, safety education, sports science, recreation, sports administration, dance
   d. Master’s degree in a program that leads to a certificate
   e. If the master’s degree does not meet one of the above criteria, twelve additional graduate credits must be completed in the content or related area of the initial certificate.

Individual Evaluation for Additional Classroom Teaching Certificate

Teachers with an Initial Certificate can obtain a second certification by accumulating 30 credit hours (either graduate or undergraduate) in the content area and taking the Content Specialty Test (CST) in that area.

Health certification is a viable option. Within the physical education major at SUNY Cortland, you will have 11 credits of health: BIO 301, BIO 302, HLH 110, HLH 120.

Use this website for information on the evaluation process:
http://www.highered.nysed.gov/tcert/certificate/transeval.htm

Use this website for specific information about the additional classroom teaching certificate in health:
http://eservices.nysed.gov/teach/certhelp/CertRequirementHelp.do

Thirty credits of health content core:
“Acceptable studies include courses in personal health, community health, epidemiology, human sexuality, drug and alcohol education, AIDS education, safety education, mental health, child and/or adolescent development, and nutrition. No more than six semester hours of study in human anatomy and physiology are applicable toward the semester hour requirement. Coursework in applied anatomy or physiology, kinesiology, or physiology of exercise is not acceptable” (NYSED).