



Undergraduate and Graduate 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

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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/PED 651 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
- Check Fingerprinting
- Check CARR, SAVE, DASA completion
- Check First Aid/CPR/AED Certification

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

EDU 454 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 380, 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 _____

PED 651 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 and maintained acceptance throughout student teaching,
- * Hold and maintain a cumulative GPA of 3.0 by the third Friday of the semester prior to student teaching,
- * Be in good academic standing with at least a 3.0 GPA immediately prior to the student teaching semester,
- * Successfully completed all graduate courses with a grade no lower than a C- by the semester prior to student teaching,
- * Complete EXS 380, EXS 387, EXS 397, PED 180, PED 181, PED 189, PED 253, PED 257, PED 282, PED 283, PED 381, PED 384, PED 385, PED 388 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 PED 658.
- * 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.*"

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I have read and understand the contents of this document.

Your Name (please print)

Your Signature _____ Date _____

National Standards for Physical Education Teacher Education (PETE) SHAPE America

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., measurable, 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.
- 3.d** Plan and implement individualized instruction for diverse student needs, adding specific accommodations and/or modifications for all students.

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

**SUNY Cortland Department of Physical Education
Professional e-Portfolio Content**

Tab Title	Content	Explanation
Resume	Resume	You will start this in PED 101/PED 515*. Update it each semester. Use Career Services for advice.
Philosophy	Teaching	You will write these statements in EDU 470/PED 515*.
	Coaching	
Standard 1 - Standard 6	Six artifacts and reflections	Collect a quality artifact from your coursework representing one component for each standard & write a reflection for each artifact.
Professional Development	Workshops, seminars, webinars, symposiums, or online conference attendance	Include documentation of attendance or participation in workshops, seminars, webinars, symposiums, online conference attendance. Ex: SUNY Cortland mini-conference, NYS conference, SHAPE America national convention
Professional Memberships	Certifications and memberships	Include certifications and memberships related to physical education: First Aid/CPR, lifeguard, NYSAHPERD, SHAPE America, etc. Be sure to remove all identifying numbers or personal addresses.
Honors and Awards	Highlight your accomplishments	Include any honors and awards you have received. Ex: Dean's list, JB Nash Award, Major of the Year
References	List of references	Get permission from selected individuals. Include full name and contact information (Job title, place of employment, address, email, phone number)

Materials listed here for the last section are SUGGESTIONS. Use these sections to highlight your strengths.

*Undergraduate courses are listed first and graduate courses are listed second

**SUNY Cortland Department of Physical Education
Professional e-Portfolio Course Connection Checklist**

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.

Standards	Possible Artifacts
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 <i>(^must reflect a variety of skills for 2.a)</i> PED 321 Fundamental Movement Skill Certificate
Standard 3: Planning and Implementation	PED 356 Individualized Educational Plan PED 356 top-down plan EDU 255 scope and sequence chart EDU 255 lab D self-analysis forms EDU 255 resource project EDU 355 edTPA Task 1
Standard 4: Instructional Delivery and Management	EDU 256 bulletin board / instructional video PED 356 letter to parents <i>(for component 4.a only)</i> Lesson plan with reflection Video clip of instruction EDU 355 edTPA Task 2 PED 321 / EDU 255 teaching videos
Standard 5: Assessment of Student Learning	EDU 355 edTPA Task 3 PED 321 Assessment of FMS w/preK PED 434 final presentation EDU 355 reflective log that discusses student learning
Standard 6: Professional Responsibility	EDU 470 advocacy project EDU 256 host teacher evaluations EDU 355 host teacher evaluations Attendance at NYSAHPERD summary List and description of various Workshops/Webinars

Example Web Page of PETE Standard

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.

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

Artifact: FitnessGram report

Date: Fall 2020

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...

Artifact: Embed artifact under or on the side of your reflection. Adding a link to the artifact works as well but most effective is embedded artifacts AND an active link.

How to reflect on your artifact:

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 attachment(s) to click—3 click rule and permissions. Grammar and spelling MUST be correct!

Be sure to include the following:

- Standard number + Title
- Component number + Title
- Artifact Title + Date the artifact was completed
- Your reflection

Your reflection should address these items:

1. The context in which the artifact was used or created.
2. How the artifact connects/relates to the element.
3. 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.

SUNY Cortland Physical Education Department
EDU 455: Student Teaching Seminar in Physical Education

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 school issues will form the basis of each meeting. Information about student teaching, professional portfolio preparation and career planning will be provided. Pre-requisites for undergraduates: 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.).

WATERMARK: Candidates are required to have a Watermark license and maintain it throughout student teaching (EDU 455 / 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. Attendance is mandatory at all sessions.

Evaluation of Student Performance:

Participation/contributions to seminar discussion	50%
Professional dispositions	50%

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 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 13 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.

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

Dress Code:

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

Academic Integrity Statement:

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

Classroom Technology Use:

Teacher candidates are expected to use technology (cell phones, MP3 players, computers, etc.) appropriately within the classroom. Using the devices to create an audio, video, or photographic recording without permission and sharing of information for non-instructional purposes is prohibited. Cell phones should be silenced during class. Teacher candidates who use technology for cheating, threatening, or harassing purposes will be reported for SUNY Cortland Code of Conduct violations. Additionally:

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

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

Intellectual Property Statement:

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

Social distancing, participation, etc.:

All students are required to remain informed and follow SUNY Cortland and state requirements for attending classes on campus and virtually. Failure to comply with requirements (i.e.: wearing masks, maintaining social distance, etc.) will result in removal from the classroom for that in-person class session and an absence being recorded. Students may also be referred to Student Conduct.

Disability Statement:

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

Diversity Statement:

SUNY Cortland is dedicated to the premise that every individual is important in a unique way and contributes to the overall quality of the institution. We define diversity broadly to include all aspects of human difference. The College is committed to inclusion, equity, and access and thus committed to creating and sustaining a climate that is equitable, respectful and free from prejudice for students, faculty and staff. We value diversity in the learning environment and know that it enhances our ability to inspire students to learn, lead and serve in a changing world. We are committed to promoting a diverse and inclusive campus through the recruitment and retention of faculty, staff and students. As a community, we hold important the democracy of ideas, tempered by a commitment to free speech and the standards of inquiry and debate. To this end, we are dedicated to developing and sustaining a learning environment where it is safe to explore our differences and celebrate the richness inherent in our pluralistic society. (College Handbook, Chapter 130)

Inclusive Learning Environment Statement:

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

Starfish:

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

http://www2.cortland.edu/offices/advisement-and-transition/starfish-/index_dot

Title IX Statement:

Title IX, when combined with New York Human Rights Law and the New York Education Law 129-B, prohibits discrimination, harassment and violence based on sex, gender, gender identity/expression, and/or sexual orientation in the education setting. The federal Clery Act and NY Education Law 129-B provide certain rights and responsibilities after an incident of sexual or interpersonal violence. When a violation occurs, victims and survivors are eligible for campus and community resources. Where the College has jurisdiction, it may investigate and take action in accordance with College policy. If you or someone you know wishes to report

discrimination based on sex, gender, gender identity/expression, and/or sexual orientation, or wishes to report sexual harassment, sexual violence, stalking or relationship violence, please contact the Title IX Coordinator at 607-753-4550, or visit cortland.edu/titleix to learn about all reporting options and resources. (Updated by SUNY Legal Feb. 1, 2018.) (Title IX www2.cortland.edu/titleix)

School of Professional Studies Deans' Office

John Cottone, Dean
(607) 753-2829

Professional Studies Building, Rm 1175

Eileen Gravani, Associate Dean
(607) 753-2702

Professional Studies Building, Rm 1175

SUNY Cortland Physical Education Department
EDU 456 / PED 658*: Student Teaching in Physical Education

Course Information:

Credit Hours: 14.0
Semester/Year:
Location: Off-campus
Texts/Bibliographic Materials Required:
Student Teaching Handbook and department materials

Professor Information:

Instructor:
Phone:
Office Location:
Email:

Course Description:

(A) Full semester of supervised teaching in grades K-12, Prerequisites: EDU 255, EDU 256, EDU 355, EDU 454, PED 308, PED 356, cumulative GPA of 2.50; 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.). For MST Students, all coursework must be completed prior to starting student teaching.

*PED 658 includes both the seminar and the students teaching experience. Graduate students will participate in seminar activities just like the EDU 455 students.

WATERMARK: 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: 50%

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

Written requirements: 50%

Satisfactory completion of weekly written requirements in Watermark and GoReact (daily/weekly journals, lesson plans, schedule, etc.)

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>

Mid-Term STE Grading system for Banner.

Grade	Performance Criteria	Expected Professional Behaviors
H	<p>Teacher Candidate must earn a minimum of developing on all rubrics and;</p> <p>Teacher Candidate must achieve greater than 70 points on the 23 rubrics at the midterm (8weeks).</p>	<ul style="list-style-type: none"> ● Consistently connects and shares knowledge of concepts from experience to student teaching. ● All assignments on time and consistently ● Always prepared for day-to-day teaching and expectations ● Maintained all Targets on the teacher candidate professional disposition assessment. ● Always comes prepared and maintains an organized planning journal, reflections, lesson plans and instructional materials.
S	<p>Teacher Candidate must earn a minimum of Developing on the following nine STE rubric items: D1- 4 D2- 7 D3- 11, 13 D4- 16 & 18 D5- 19, 20, 21</p> <p>Teacher Candidate must achieve a total 33-69 point on the 23 rubrics at the midterm (8weeks).</p>	<ul style="list-style-type: none"> ● Sometimes connects and shares knowledge of concepts from experience to student teaching. ● Most assignments on time ● Maintains mostly targets on the teacher candidate professional disposition assessment. ● Comes prepared and maintains an organized planning journal, reflections, lesson plans and instructional materials.
U	<p>Teacher Candidate will earn an Unsatisfactory for the mid-term if any of the following rubric items are deemed unsatisfactory: D1- 4 D2- 7 D3- 11, 13 D4- 16 & 18 D5- 19, 20, 21</p> <p>Teacher Candidate must achieve greater than 32 points on the 23 rubrics at the midterm (8weeks).</p>	<ul style="list-style-type: none"> ● Maintains only a few Acceptable on the teacher candidate professional disposition assessment. ● Never or Rarely connects and shares knowledge of concepts from experience to student teaching. ● Often late with assignments. ● Never or Rarely comes prepared and maintains an organized planning journal, reflections, lesson plans and instructional materials.

Teacher Candidate will be removed from Student Teaching for the remainder of the semester if at the half-way point if ANY of the below are "U":

Domain 1, #4 (safe environment)

Domain 2, #7 (accurate content)

Domain 3, #11 (fails to plan lessons) and #13 (no cues, demonstrations not specific to learning)

Domain 4, #15 (no reflection to adapt instruction) and #16 (dishonesty/disrespectful) and #18 (ignores observation feedback)

Domain 5, #19 (fails to plan and implement short and long term) #20 (no accommodations/IEP ignored) and #21 (cultural differences disregarded, age inappropriate)

FINAL RANGE for Rubric if needed for FINAL GRADING:

Unsatisfactory would be less than 51

Satisfactory would be 51-79

Honors 80-92

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.

SUNY Cortland Department of Physical Education

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 are 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 participant 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.

Goals/Objectives of the Course:

The candidate will:

1. demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective preK-12 physical education program. (SHAPE 1.a, 1.b, 1.c, 1.d, 1.e, 1.f) (CF: Content Knowledge, Standards)
2. apply content and foundational knowledge to plan and implement developmentally appropriate learning experiences aligned with local, state and/or SHAPE America's National Standards and Grade-Level Outcomes for K-12 Physical Education through the effective use of resources, accommodations and/or modifications, technology and metacognitive strategies to address the diverse needs of all students SHAPE: 3.a, 3.d, 3.f) (CF: Content Knowledge Standards)
3. demonstrate an understanding of how individuals differ in their approaches to learning and creates appropriate instruction adapted to individual differences based on information from appropriate services and resources. (SHAPE 3.d) (CF: Diversity, Social Justice)
4. demonstrate an understanding of individual and group motivation and behavior by creating a safe (physical, emotional and psychological) learning environment that supports and encourages positive personal and social behaviors, active engagement in learning, intrinsic motivation and learner reflection. (SHAPE 4.c, 4.d) (CF: Standards)
5. engage students in meaningful learning experiences through effective use of pedagogical skills. They use communication, feedback, technology, and instructional and managerial skills to enhance student learning. (SHAPE 3.f, 4.a) (CF: Technology)
6. plan for and manage resources to provide active, fair and equitable learning experiences. (SHAPE 3.c)
7. develop short and long-term plans and implement a variety of developmentally appropriate instructional roles and strategies, including demonstrations of physical activities, using appropriate cues and prompts to assist individuals in becoming physically educated through appropriate learning experiences. (SHAPE 3.b, 3f) (Standards)
8. analyze motor skills and performance concepts through multiple means (e.g., visual observation, technology) in order to provide specific, congruent feedback to enhance student learning. (SHAPE 4.e) (CF: Assessment)
9. demonstrate an ability to be a reflective practitioner who evaluates the effects of his/her actions on others (e.g., learners, parents/legal guardians and other professionals in the school/learning community) and seeks opportunities to grow professionally. (SHAPE 6.a, 6.b) (CF: Professional Commitments)
10. describe strategies, including the use of technology, for the promotion and advocacy of physical education and expanded physical activity opportunities. (SHAPE 6.c) (CF: Professional Commitments)

Field Experiences:

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

Teacher Education Candidacy and Self-Disclosure Statement:

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

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

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

Dress Code:

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

Academic Integrity Statement:

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

Classroom Technology Use:

Teacher candidates are expected to use technology (cell phones, MP3 players, computers, etc.) appropriately within the classroom. Using the devices to create an audio, video, or photographic recording without permission and sharing of information for non-instructional purposes is prohibited. Cell phones should be silenced during class. Teacher candidates who use technology for cheating, threatening, or harassing purposes will be reported for SUNY Cortland Code of Conduct violations. Additionally:

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

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

Intellectual Property Statement:

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

Social distancing, participation, etc.:

All students are required to remain informed and follow SUNY Cortland and state requirements for attending classes on campus and virtually. Failure to comply with requirements (i.e.: wearing masks, maintaining social distance, etc.) will result in removal from the classroom for that in-person class session and an absence being recorded. Students may also be referred to Student Conduct.

Disability Statement:

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

Diversity Statement:

SUNY Cortland is dedicated to the premise that every individual is important in a unique way and contributes to the overall quality of the institution. We define diversity broadly to include all aspects of human difference. The College is committed to inclusion, equity, and access and thus committed to creating and sustaining a climate that is equitable, respectful and free from prejudice for students, faculty and staff. We value diversity in the learning environment and know that it enhances our ability to inspire students to learn, lead and serve in a changing world. We are committed to promoting a diverse and inclusive campus through the recruitment and retention of faculty, staff and students. As a community, we hold important the democracy of ideas, tempered by a commitment to free speech and the standards of inquiry and debate. To this end, we are dedicated to developing and sustaining a learning environment where it is safe to explore our differences and celebrate the richness inherent in our pluralistic society. (College Handbook, Chapter 130)

Inclusive Learning Environment Statement:

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

Starfish:

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

<http://www2.cortland.edu/offices/advisement-and-transition/starfish-/index.dot>

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SUNY Cortland Physical Education
EDU 455 / EDU 456 / PED 658: Student Teaching Requirements

The requirements for EDU 455 Student Teaching Seminar and EDU 456/PED 658 Student Teaching are explained here.

Before Student Teaching

1. Successfully complete the requirements of EDU 454 / PED 651 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. ***THIS DOES NOT NEED TO BE COMPLETED DURING THE FALL 2020 SEMESTER.**
3. Register for concurrent enrollment in EDU 455 Student Teaching Seminar (.5 credit) and EDU 456/PED 658
 - a. Student Teaching in Physical Education (14 credits).
4. Become familiar with all policies and procedures in both Student Teaching Handbooks.
5. Watermark: Students are required to have a Watermark license and maintain it throughout student teaching (EDU 455 and EDU 456/PED 658). 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. (*This is not an expectation for the Fall 2020 semester)
 - 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. **First Aid 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. Complete the the Weekly Schedule form and send one each week to your College Supervisor in Watermark.
 - 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. You will submit your Daily Professional Journal in Watermark to your Supervisor.
3. **Lesson Planning:** Complete plans for lessons that you teach. You must use the the SUNY Cortland lesson plan format for all lessons.
 - 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 in Watermark.
4. **Satisfactory completion of GoReact Assignments (data may be used for edTPA):** By following along with the GoReact assignments, you will collect your edTPA 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. Pratt 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. Each week of the placement your cooperating teacher will complete an online Weekly Appraisal Form and you and your Supervisor will receive an emailed copy.
 - b. 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. will 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. will 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 in Watermark. Follow the directions found at: www.cortland.edu/fieldplacement.
 - b. The mid-quarter reports will be completed in week seven. This will replace the Weekly Appraisal Form that week.
 - c. The final reports will be completed in week thirteen. This will replace the Weekly Appraisal Form that week
 3. Assistant Coaching/Extra-Curricular Activity Appraisal: . (*This is not an expectation for the Fall 2020 semester)
 - 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. At the conclusion of your student teaching you will be requested to complete the form through Watermark
 5. Student Teacher Evaluation of College Supervisor:
 - a. At the conclusion of your student teaching you will be requested to complete the form through Watermark
 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.

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.

SUNY Cortland Physical Education Student Teaching Daily Professional Journal

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. Each week your professional journal will reflect on the following topics using specified prompts as provided:
 - i. Week 1: Classroom Management
 - ii. Week 2: Content Knowledge
 - iii. Week 3: Planning- Diversity and Inclusion
 - iv. Week 4: Planning- Social and Emotional Learning
 - v. Week 5: Planning- Academic Language
 - vi. Week 6: Instruction- Mastery and Motivational Climate
 - vii. Week 7: Instruction- Critical Thinking and Problem Solving
 - viii. Week 8: Assessment for Learning
 - ix. Week 9: Assessment- Standards Based Grading
 - x. Week 10: Assessment- Use of Technology and Data Collection
 - xi. Week 11: Assessment- Analyzing Data
 - xii. Week 12: Professional Responsibility - Professional Development
 - xiii. Week 13: Professional Responsibility- Professional Dispositions
- 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 in the Watermark template.
- 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 a comprehensive reflection to the prompts base 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.”

**SUNY Cortland Physical Education Student Teaching
Assistant Coaching/Extra-Curricular Assignment Form**
(*This is not an expectation for the Fall 2020 semester)

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: _____

**SUNY Cortland Physical Education Student Teaching
Assistant Coaching/Extra-Curricular Activity Appraisal Form**

(*This is not an expectation for the Fall 2020 semester)

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:

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

Advisor/Mentor: _____ Date: _____

SUNY Cortland Department of Physical Education
WEEKLY APPRAISAL of Teacher Candidate by Cooperating Teacher

Part 1: Professional dispositions

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

Part 2: Weekly Progress Report

Rubric Criteria

- Unsatisfactory: The teacher candidate is not yet demonstrating the standard.
- Developing: The teacher candidate is showing progress in demonstrating the standard
- Proficient: The teacher candidate is satisfactorily demonstrating the standard.
- Exemplary: The teacher candidate is consistently and comprehensively demonstrating this standard.
- Not observed: Unable to observe at this time.

Standards: For an in-depth look at each standard please visit [SHAPE America PETE Standards](#)

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.
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.
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.
4. **Instructional Delivery and Management:** Physical education candidates engage students in meaningful learning experiences through effective use of pedagogical skills. They use communication, feedback, and instructional and managerial skills to enhance student learning.
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.
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.

Part 3: Qualitative evaluation of teaching

- * Areas of strengths
- * Areas in need of improvement

**SUNY Cortland Department of Physical Education
Candidate Consultation Report for Student Teachers**

*This will be an electronic survey:

Candidate _____ Meeting Date _____

Supervisor _____ Meeting Time _____

Cooperating Teacher _____ Meeting Place _____

Other Participant _____

Supervisor and candidate must meet face-to-face or through an approved web conferencing platform. 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 _____

*Everyone above will sign and receive a copy.

Lesson Plan 1 of 5	NYS/National Standards	Teacher Candidate(s):	School:	Date:
		Unit/Activity:		Grade:
		Central Focus (entire lesson segment):		# in class:
		Lesson Focus: National Outcomes (Code + Text): NYS Outcomes (Code + Text):		
		Objectives Situation / Task / Criteria		Assessment Tool
Psychomotor Domain	/			Teaching Styles: Command Practice Reciprocal Self-Check Inclusion Discovery Problem Solving Cooperative Stations Jig-Saw
Affective Domain	/			
Cognitive Domain	/			
	List of Academic Language Used			
Fitness Objective Health/Skill PM/Cogn	/			Equipment:
Common Core Standards	CC Standard			
Safety Statement	/			References (e.g. Book, course packet, pg #, complete web address URL):
New York State Standards (2020) – Click the link to find the outcomes under each standard Standard 1: Demonstrates competency in a variety of motor skills and movement patterns. Standard 2: Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance. Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. Standard 4: Exhibits responsible personal and social behavior that respects self and others. Standard 5: Recognizes the value of physical activity for overall wellness, enjoyment, challenge, and/or self-expression. Standard 6: Recognizes career opportunities and manages personal and community resources related to physical activity and fitness to achieve and maintain overall wellness.			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.	

Lesson Components	Time (mins)	Organization	Description	Adaptations, Assessments, Reminders CFU, Academic Language, Alignment to objectives		
Instant Activity						
		Transition				
Introduction, Signal for Attention, Hook, Expectations						
		Transition				
Fitness Activity						
		Transition				
		Teaching Progressions – Show some of the major tasks/activities listed on your Activity Progression Worksheet .				
Body of Lesson (Lesson Focus)		Learning Tasks a) For each learning task, please describe demonstrations and/or questions that will facilitate student learning and engagement. b) Describe the learning task. <i>E.g. Hit the ball over the net to your partner 10 times.</i>	Cues (Refinements) – Simple words to improve performance and understanding. <i>E.g. Eyes at target</i>	Variations / Modification – 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).	Adaptations, Assessments, Reminders CFU, Academic Language, Alignment to objectives	
		Task #1	a.			
			b.	1. 2. 3.	Easier – Harder -	
		Transition				
		Task #2	a.			
			b.	1. 2. 3.	Easier – Harder -	
		Transition				
		Task #3	a.			
			b.	1. 2. 3.	Easier – Harder -	
		Transition				
		Task #4	a.			

		b.	1. 2. 3.	Easier – Harder -	
	Transition				
	Task #5	a.			
		b.	1. 2. 3.	Easier – Harder -	
	Transition				
Lesson Closure, Hook to Next Lesson					
Evaluation of Lesson	<i>Pre-planning: Previous instruction in this activity (earlier grade levels)</i> <i>Post-planning: "Assessment Informs Teaching:" future needs based on assessment results</i> <i>Teacher Reflection Notes:</i>				
Instructional Supports	<i>(Include any assessment, task cards, exit slips you used): Describe and number</i>				

Lesson Plan Instructions – Delete After Planning

Section 1: Contextual Information

Lesson Plan Component	Directions	Course/s
Lesson plan #	Indicate the # in the lesson sequence or unit	EDU 255
Teacher Candidate/s	Write name of teacher(s)	EDU 255
School	SUNY Cortland or the school where lesson is taught	EDU 255
Unit/Activity	List the unit or activity	EDU 255
Central Focus	Central Focus: 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. For example , the central focus for a physical education learning segment might be <u>executing basic basketball skills in a small-sided game</u> .	EDU 255
Lesson Focus & National Outcomes	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.	EDU 255 EDU 355
Date	Date or anticipated date the lesson is expected to be taught.	EDU 255
Grade	Indicate the grade level of the lesson. This may be a range for secondary. For example, Grades: 7 th -8 th .	EDU 255
# in Class	Number of students in the class or give a range (15-20 students).	EDU 255
Length of class	Total duration of the lesson.	EDU 255
NYS/National Standards	Indicate the NYS and the National Standards & outcomes which align with the lesson. NYS standards were modified in 2020. Standard 1-5 for NYS and National are the same. Standard 6 is added for NYS. NYS and National standards have different outcomes.	EDU 255
Objectives	PED 201 writes objectives as proposed goals. Include a situation, task, and criterion in each objective in this format: i.e.- SITUATION- TASK (in bold); <u>CRITERIA</u> (underlined). The criteria must be measurable, observable and specific. Affective and Fitness objectives should be THEMED based	PED 201 PED 434
Assessment tool	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.	PED 434 EDU 255
Teaching Styles	Bold the styles used in the lesson	EDU 255/355
Academic Language	A list which includes the “ <i>Language of the activity/discipline</i> ”. – 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.	EDU 255 EDU 355
Common Core Standards	Identify the CC standard the lesson will support. Copy from the CC website. Physical Education supports Literacy/Language Arts in the CC. Go to: http://www.corestandards.org/ELA-Literacy/CCRA/L/ Click on reading, writing, speaking standards and the grade on the right and find the corresponding standard - copy # and text **Connect the CC standard with your academic language task** e.g. Grade 3 comprehension: CCSS.ELA-LITERACY.SL.3.1.D: Explain their own ideas and understanding in light of the discussion.	EDU 355
Equipment	List all the equipment and number used in the lesson.	PED 201 EDU 255
Safety Statement	Brief statement or statement in form of a quote/script. Also indicate in the right column on pg. 2-3	PED 201 EDU 255
References	Full internet URL; APA format on books w/ page #, references are proof of standard practice such as:	EDU 255

	<ul style="list-style-type: none"> • Malmberg, E. (2003). <i>Kidnastics: a teacher-centered approach to teaching gymnastics</i>. Champaign, IL: Human Kinetics. (pp.33-35) • Internet site- use the FULL url!!! Like this: http://www.exrx.net/Articulations/Shoulder.html#anchor102874 	
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Section 2: Lesson Activities

Lesson Plan Component	Directions	Course/s
Column: time	Provide a range of estimated time for each task presented	EDU 255
Column: organization	A “map” of S and T placement, if space is limited, attach supplement	EDU 255
Column: adaptations, assessments, reminders, CFUs Academic Language Alignment	Explain the protocol (management of students, equipment, time and space) used in each assessment. Describe CFU procedures; write out specific questions. Show the alignment between task, objective and assessment. If you have a specific focus student or student that needs individual adaptations, you can write it in here as well.	EDU 255 PED 434 PED 356
Instant Activity	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	EDU 255
Transition	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.	EDU 255
Introduction	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!	EDU 255
Fitness Activity	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!	EDU 255 PED 382 EDU 355
Body of Lesson		
• Tasks	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.	EDU 255
• Cues	List cues used for the task.	PED 434 EDU 255
• Variations	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.).	PED 434 EDU 255
Lesson closure	Review lesson; check for understanding, hook to the next lesson.	EDU 255
Evaluation of lesson		
• Pre-planning	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.	PED 201 EDU 255 PED 434
• Post-planning	Analysis of student performance. What did the students learn in this lesson? Explain what your observations were or what your assessments tell you.	EDU 255 PED 434

<ul style="list-style-type: none"> Teacher reflection notes 	<p>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.</p>	<p>EDU 255 PED 434</p>
<p>Instructional supports</p>	<p>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.</p>	<p>PED 434 EDU 355</p>



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,

edTPA.



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:

- Confidentiality and Security of edTPA Candidate Materials and Assessment Data:

<http://www.edtpa.com/Content/Docs/ConfidentialityAndSecurity.pdf>

- Guidelines for Video Confidentiality for Faculty:

<http://www.edtpa.com/Content/Docs/VideoConfidentialityFaculty.pdf>

- Guidelines for Video Confidentiality for Candidates:

<http://www.edtpa.com/Content/Docs/VideoConfidentialityCandidates.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!



Date: _____

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,

edTPA.



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:

- Confidentiality and Security of edTPA Candidate Materials and Assessment Data:
<http://www.edtpa.com/Content/Docs/ConfidentialityAndSecurity.pdf>
- Guidelines for Video Confidentiality for Faculty:
<http://www.edtpa.com/Content/Docs/VideoConfidentialityFaculty.pdf>
- Guidelines for Video Confidentiality for Candidates:
<http://www.edtpa.com/Content/Docs/VideoConfidentialityCandidates.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!

Fecha _____

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 materials del candidato al edTPA y de la Información de Evaluación.
<http://www.edtpa.com/Content/Docs/ConfidentialityAndSecurity.pdf>
- 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.
<http://www.edtpa.com/Content/Docs/VideoConfidentialityCandidates.pdf>

_____ 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 aquéllos 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

SUNY Cortland Physical Education
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 Information

PE Teacher Education Coordinator
*Undergraduate

Helene Roth Schmid
helene.schmid@cortland.edu
607-753-4589

Graduate Coordinator

Dr. Helena Baert
Helena.baert@cortland.edu
607-753-5618

Watermark/EdTPA

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

PE Department Secretary

Heather Hammond
Heather.Hammond@cortland.edu
607-753-5577

Field Experience & School
Partnership Office

Linda Foster
linda.foster@cortland.edu
607-753-2830

Registrar's Office

607-753-4702
Grade submittal process

Technology Help Desk
607-753-2500
Technology questions