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

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

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

**EDU 454 Pre-Student Teaching Conference**

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

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

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

To be eligible for student teaching, I understand that I must:

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

I also understand that:

* I may not use winter or summer session coursework to improve my GPA,
* I may not student teach while on disciplinary or academic probation,
* I may not student teach with any incompletes,
* I may not student teach with any outstanding campus fines or fees on my records,
* I may not substitute teach during student teaching.
* I am responsible for my own transportation to and from student teaching,
* I may not enroll in any college courses while student teaching (exception: student teachers may enroll in the Physical Education Department’s adapted physical education weekend courses),
* I may not participate in any co-curricular activities sponsored by the university (exception: student teachers may participate in intercollegiate athletics with written approval by the Dean of the School of Professional Studies, though every effort must be made to student teach in the non-traditional season),
* I must disclose to the Associate Dean within five business days any charges of DWI, drug possession, crimes against a child, or physical assault. I may be removed from or delayed in completion of student teaching.
* Have a Taskstream 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 ______________
NASPE Initial Standards and Elements

Teacher candidates are expected to meet the NASPE Physical Education Teacher Education Initial Standards and Elements by completion of the program.

### Standard 1: Scientific and Theoretical Knowledge

*Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.*

Elements – Teacher candidates will:

1.1 Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness.

1.2 Describe and apply motor learning and psychological/behavioral theory related to skillful movement, physical activity, and fitness.

1.3 Describe and apply motor development theory and principles related to skillful movement, physical activity, and fitness.

1.4 Identify historical, philosophical, and social perspectives of physical education issues and legislation.

1.5 Analyze and correct critical elements of motor skills and performance concepts.

### Standard 2: Skill and Fitness Based Competence*

*Physical education teacher candidates are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health enhancing fitness as delineated in the NASPE K – 12 Standards.*

Elements – Teacher candidates will:

2.1 Demonstrate personal competence in motor skill performance for a variety of physical activities and movement patterns.

2.2 Achieve and maintain a health-enhancing level of fitness throughout the program.

2.3 Demonstrate performance concepts related to skillful movement in a variety of physical activities.

* Without discrimination against those with disabilities, physical education teacher candidates with special needs are allowed and encouraged to utilize a variety of accommodations and/or modifications to demonstrate competent movement and performance concepts (modified/adapted equipment, augmented communication devices, multi-media devices, etc.) and fitness (weight programs, exercise logs, etc.).

### Standard 3: Planning and Implementation

*Physical education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state, and national standards to address the diverse needs of all students.*

Elements – Teacher candidates will:

3.1 Design and implement short and long-term plans that are linked to program and instructional goals as well as a variety of student needs.

3.2 Develop and implement appropriate (e.g., measurable, developmentally appropriate, performance based) goals and objectives aligned with local, state, and/or national standards.

3.3 Design and implement content that is aligned with lesson objectives.

3.4 Plan for and manage resources to provide active, fair, and equitable learning experiences.

3.5 Plan and adapt instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionalities.
Plan and implement progressive and sequential instruction that addresses the diverse needs of all students.
Plan and implement learning experiences that require students to appropriately use technology to meet lesson objectives.

**Standard 4: Instructional Delivery and Management**

*Physical education teacher candidates use effective communication and pedagogical skills and strategies to enhance student engagement and learning.*

Elements – Teacher candidates will:

- **4.1** Demonstrate effective verbal and non-verbal communication skills across a variety of instructional formats.
- **4.2** Implement effective demonstrations, explanations, and instructional cues and prompts to link physical activity concepts to appropriate learning experiences.
- **4.3** Provide effective instructional feedback for skill acquisition, student learning, and motivation.
- **4.4** Recognize the changing dynamics of the environment and adjust instructional tasks based on student responses.
- **4.5** Utilize managerial rules, routines, and transitions to create and maintain a safe and effective learning environment.
- **4.6** Implement strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment.

**Standard 5: Impact on Student Learning**

*Physical education teacher candidates utilize assessments and reflection to foster student learning and inform instructional decisions.*

Elements – Teacher candidates will:

- **5.1** Select or create appropriate assessments that will measure student achievement of goals and objectives.
- **5.2** Use appropriate assessments to evaluate student learning before, during, and after instruction.
- **5.3** Utilize the reflective cycle to implement change in teacher performance, student learning, and instructional goals and decisions.

**Standard 6: Professionalism**

*Physical education teacher candidates demonstrate dispositions essential to becoming effective professionals.*

Elements – Teacher candidates will:

- **6.1** Demonstrate behaviors that are consistent with the belief that all students can become physically educated individuals.
- **6.2** Participate in activities that enhance collaboration and lead to professional growth and development.
- **6.3** Demonstrate behaviors that are consistent with the professional ethics of highly qualified teachers.
- **6.4** Communicate in ways that convey respect and sensitivity.
<table>
<thead>
<tr>
<th>Tab Title</th>
<th>Content</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resume</td>
<td>Resume</td>
<td>You will start this in PED 101. Update it each semester. Use Career Services for advice.</td>
</tr>
<tr>
<td>Philosophy</td>
<td>Teaching</td>
<td>You will write these statements in EDU 470.</td>
</tr>
<tr>
<td></td>
<td>Coaching</td>
<td></td>
</tr>
<tr>
<td>Standard 1 - Standard 6</td>
<td>Six artifacts and reflections</td>
<td>Collect a quality artifact representing one element for each standard &amp; write a reflection for each artifact.</td>
</tr>
<tr>
<td>Professional Development*</td>
<td>List of references</td>
<td>Get permission from selected individuals.</td>
</tr>
<tr>
<td></td>
<td>Certifications</td>
<td>Include those related to physical education: FA, CPR, EKP, lifeguard, etc.</td>
</tr>
<tr>
<td></td>
<td>Conference attendance</td>
<td>Ex: mini-conference, state, national</td>
</tr>
<tr>
<td></td>
<td>Professional membership</td>
<td>NYSAHPERD, SHAPE America, etc.</td>
</tr>
<tr>
<td></td>
<td>Awards</td>
<td>Highlight your accomplishments.</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Standards</th>
<th>Possible Artifacts</th>
</tr>
</thead>
</table>
| Standard 1: Scientific and Theoretical Knowledge | *Project or assignment from EXS coursework  
*EXS 297 poster project  
*PED 201 field experience lab |
| Standard 2: Skill and Fitness-Based Competence  | *FitnessGram results  
*Personal physical activity log\(^\wedge\)  
*Activity course -grades: evidence of motor skill performance\(^\wedge\)  
*Athletic performance evidence\(^\wedge\)  
*PED 101 Skills Battery Post-Test Assessment\(^\wedge\)  
(*must reflect a variety of skills for 2.1 and 2.3) |
| Standard 3: Planning and Implementation        | *PED 356 Individualized Educational Plan  
*PED 356 top-down plan  
*EDU 255 scope and sequence chart  
*EDU lab D self-analysis forms  
*EDU 255 resource project  
*EDU 355 edTPA Task 1 |
| Standard 4: Instructional Delivery and Management | *EDU 256 Module 13: bulletin board  
*PED 356 letter to parents (for element 4.1 only)  
*Lesson plan with reflection  
*Video clip of instruction  
*EDU 255 edTPA Task 2 |
| Standard 5: Impact on Student Learning         | *PED 434 edTPA Task 3 parts  
*PED 434 presentation  
*EDU 355 reflective log that discusses student learning |
| Standard 6: Professionalism                    | *EDU 470 advocacy project  
*EDU 256 host teacher evaluations  
*EDU 355 host teacher evaluations  
*PED 356 letter to parents (for element 6.4) |
Standard 2  
Skill and Fitness Based  
Competence

Element 2.2: Achieve and maintain a health-enhancing level of fitness throughout the program.

Artifact: FitnessGram report

Date: Fall 2013

Reflection:

My personal fitness was assessed in PED 434 Statistics and Assessment 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 Element 2.2 in the following manner...

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

Reflection on Artifacts

The artifact that you choose for each standard should be accompanied by a reflection. You could use a half-sheet of cardstock paper inserted in front of the artifact or any other method to display your reflection.

Grammar and spelling MUST be correct!

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

Your reflection should address these items:

- The context in which the artifact was used or created.
- How the artifact connects/relates to the element.
- Why the artifact/standard is important to your development as a teacher.
- You will want to show an understanding of how the artifact is aligned with the chosen element. Demonstrate a clear connection between the artifact and the intent of the element.
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: PED 201 (minimum grade of C-), EDU 255 (minimum grade of C-), EDU 256 (minimum grade of C-), EDU 355 (minimum grade of C-), EDU 454 (minimum grade of S), PED 356 (minimum grade of C-), and PED 308; cumulative grade point average of 2.5, and portfolio acceptance; all professional block courses leading up to student teaching with no grade lower than a C-. Co-requisite: EDU 456. (.5 cr. hr.).

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

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

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

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

Goals/Objectives of the Course:
Students will:
1. demonstrate a knowledge, understanding and application of current National and New York State public school issues and trends in education and physical education. (NASPE: 1.4; 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. (NASPE: 6.2; CF: Professional Commitments)
3. identify resources and strategies to become an advocate in the school/community to promote a variety of physical activity opportunities. (NASPE: 6.2; CF: Standards)
4. demonstrate a knowledge, understanding and application of issues and concerns relevant to pre-service and beginning teachers. (NASPE: 1.4; CF: Professional Commitment)

5. exhibit professional behavior that reflect a commitment and respect for the profession. (NASPE 6; CF: Professional Commitment)

Course Schedule and Activities: (suggested/recommended):

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

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

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

4. Recommended sequence of delivery
   a. First meeting with Cortland’s Department of Physical Education Supervisor
      1. Present and discuss student teaching handbook and department materials.
      2. Discuss the professional portfolio, ASLP, and technology assignment, 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 professional portfolios, ASLP, and technology assignment.
   c. Third meeting (closing meeting)
      1. Provide student teachers with an opportunity to react to/reflect upon their 16 weeks of student teaching.
      2. Collect/return student teaching materials.

Teacher Education Candidacy and Self-Disclosure Statement:

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

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

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

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

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

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

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

Eileen Gravani, Associate Dean  
(607) 753-2702
Professional Studies Building
Room 1175
SUNY Cortland
Physical Education Department
EDU 456: 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.).

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

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

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

Performance appraisal
Cooperating Teacher (CT) Appraisal Form
Supervisor’s Appraisal Form
Cooperating Teacher’s Mid-Quarter and Final appraisal Forms
Weekly written requirements: journal, lesson plans, schedule, etc.

Projects
Student Teaching Mini Worksample (20%)
Satisfactory Completion of edTPA (20%)

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 Taskstream license, working, or coaching responsibilities are not acceptable excuses for failure to complete requirements (see UNSATISFACTORY).

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

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

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

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

1. demonstrate an understanding of pedagogical and disciplinary concepts of physical education and tools of inquiry related to the development of a physically educated individual. (NASPE: 1.1, 1.2, 1.3, 1.4) (CF: Content Knowledge, Standards)

2. demonstrate an understanding of how individuals learn and develop as well as assess performance in order to provide learning experiences that support students’ physical, cognitive, social and emotional development through a variety of curricular and instructional strategies. (NASPE: 1.1, 1.2, 1.3, 1.4) (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. (NASPE: 3.6, 4.4) (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. (NASPE: 3.4, 4.5, 4.6) (CF: Standards)

5. demonstrate a knowledge of and sensitivity to all learners through effective verbal, non-verbal and media communication techniques, including effective listening and questioning skills, to foster inquiry, collaboration, engagement and reflection in physical activity settings. (NASPE: 4.1, 4.2, 4.3, 6.4) (CF: Technology)

6. demonstrate the ability to organize, allocate and manage classroom, school, community and professional resources to enhance physical activity curricular opportunities. (NASPE: 3.4) (Standards)

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. (NASPE: 3.1, 4.2) (Standards)

8. use and interpret teacher-centered and learner-centered formal and informal assessment strategies to foster physical, cognitive, social and emotional development of learners and to inform instructional and curricular decisions. (NASPE: 5.1, 5.2) (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. (NASPE: 5.3, 6.2) (CF: Professional Commitments)

10. demonstrate an ability to foster and model positive communication strategies and cooperative working relationships with colleagues, administrators, parents/legal guardians and representatives of community agencies/organizations/programs to support learners’ growth and well-being. (NASPE: 6.2, 6.3) (CF: Professional Commitments)

11. examine and comply with laws related to learner rights and teacher responsibilities (i.e., equity, inclusion, safety, emergency care, child abuse, etc.) (NASPE: 6.3) (CF: Professional Commitments, Personal Responsibility)

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

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

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

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

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

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

**Academic Integrity Statement:**

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

**Disability Statement:**

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

**School of Professional Studies Deans**’ Office:

John Cottone, Dean  
(607) 753-2829  
Professional Studies Building  
Room 1175

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

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

Before Student Teaching

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

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

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

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

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

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

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

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

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

During Student Teaching

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

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

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

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

5. Student Teaching Mini-Worksample submitted by week 15: See directions in this handbook.

Evaluation Forms During/After Student Teaching

1. Weekly Appraisals:
   a. At the beginning of the placement, give your cooperating teachers copies of the Weekly Appraisal Form for each week you are in the placement, except for the fourth, eighth, twelfth, and sixteenth weeks of student teaching. Online Banner evaluations will be done during those weeks. Some supervisors ask the cooperating teachers to complete the evaluation through Blackboard.
   b. Send the completed appraisal forms to your College Supervisor each week.
c. Weekly appraisals:
   i. are regarded as cooperative, diagnostic (formative) appraisals written for the student teacher and, therefore, to be discussed with the student teacher and provided to the college supervisor after conferences with the student,
   ii. should indicate personal and/or professional inadequacies or weaknesses as well as competencies or strengths,
   iii. are written to assist in determining the present progress and future experiences and guidance needed,
   iv. are a responsibility assumed by the cooperating teacher when he/she agrees to the assignment of a student teacher, and are in that sense required reports on the part of the cooperating teacher, and
   v. are written to aid in professional guidance of the student and are available to college staff, cooperating school personnel and student teachers for guidance purposes, but are not available to hiring school personnel.

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

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

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

5. Student Teacher Evaluation of College Supervisor:
   a. At the conclusion of your student teaching complete the form found at www.cortland.edu/fieldplacement.
   b. The form should be sent to: Dr. Lynn MacDonald, Chair, Department of Physical Education, ParkCenter, SUNY College at Cortland, Cortland, NY 13045.

6. Cooperating Teacher/s Evaluation of College Supervisor:
   a. At the beginning of each of your placements give your cooperating teacher the form found at www.cortland.edu/fieldplacement. The form should be sent to: Dr. Lynn MacDonald, Chair, Department of Physical Education, Park Center, SUNY College at Cortland, Cortland, NY 13045.

**College Supervisor**

Student teachers are assigned a college supervisor who will be conducting the EDU 455 Student Teaching Seminar, receiving and evaluating all written work, and observing student teachers at least two times during each placement. Observations will be recorded using the Student Teacher Appraisal by a College Supervisor, a scripted report, or some other type of systematic observation form.
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. Examples of journal reflection topics are as follows:
   i. Specific teaching skills
   ii. Assessment and student learning in your classes
   iii. Co-Curricular experiences
   iv. School activities or experiences outside the physical education program such as homeroom and visits to non-physical education classes
   v. Contacts with children when riding the bus, helping with lunch periods
   vi. Contacts with parents and professionals at faculty meetings, coaching clinics, zone or league meetings, and Reflections on the adequacy of your preparation and your understanding of what is expected of you, organization of your student teaching experience and of your personal living circumstances that affect your teaching.

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

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

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

   ii. An acceptable entry:

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

iii. A Target entry:

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

Wednesday, October 17th – “I learned many things today as a result of my first day of the
field experience at the middle school level. I never realized that a physical educator wears
many hats. Besides teaching and coaching, my host teacher serves as the chairperson of the
district’s physical education curriculum committee and is a member of the district’s
wellness committee. Mr. T, my host teacher, made me feel welcome today. I did not observe
any off-task student behavior probably because of Mr. T’s excellent organizational, human
relation and communication skills. I had an opportunity to assist several students in the
softball unit who were having difficulties with batting skills. I was delighted that a couple of
the students showed improvement by the end of the class. Also, all of the students with
whom I worked thanked me for my patience, efforts, feedback and encouragement. I am
beginning to understand the interpersonal dynamics that exist in a school as a result of
having lunch in the faculty cafeteria and talking with a group of students in the student
cafeteria. Ms. S., another middle school teacher, directs the after-school intramural (IM)
program. At her request, I had an opportunity to umpire an IM softball game. An Intramural
program is certainly an excellent way for students to continue their involvement with a
physical activity/sport which is of interest to them.”
SUNY Cortland Physical Education Department
EDU 456: Student Teaching Seminar in Physical Education Mini-Teacher Work Sample

The work sample provides the physical education department with an important source of evidence of you having met specific components of the Physical Education Teacher Education Standards (SHAPE, 2017). Overall, you must demonstrate effectively applying knowledge and skills to promote student learning in an authentic classroom setting. Your university supervisor will provide a submission timeline (Deadline, no later than 12/8/17) and will evaluate your work sample using a rubric.

You will select one class (similar to edTPA-no consent forms required) for one of the units that you will plan, teach, and assess. Similar to the edTPA portfolio, you will want to gather information of the second placement prior to arrival. You will describe the context of your setting, identify grade level outcomes, create an assessment strategy, unit goals and standards, plan your instruction, and reflect on the entire process. Suggested page lengths are provided for each section. Double space your narratives in 12-point font, and use one-inch margins.

**Expectations:** To pass the Mini-Teacher Work Sample and EDU 456, you must reach at least the Acceptable rubric level on each of the eight project parts. You are allowed only one re-write for each section as agreed upon by your supervisor.

**Format:** Your work sample should be professionally compiled. Add a title page, table of contents, and page numbers. Your title page should include your name, your cooperating teacher’s name, the title of your unit, grade level taught, dates the unit was taught, and the school building and district. The table of contents should contain a listing of the work sample components by page number. Use proper writing mechanics including grammar, spelling, and punctuation.

**Part 1: Description of the Setting**

1-2 pages

A. School Site: Include information about the school district and building such as grade levels, number of students, general school schedule, and anything else that describes the school site.

B. Students and Class Setting: Describe the class you have chosen to plan for, teach, and assess. Describe student characteristics that are important to consider when teaching this unit. For example, include the total number of students, the number of males/females, the cultural make-up of the students, and the number of students with disabilities. The amount of class time, the facilities, equipment, and technologies used in the unit should also be described.

C. Contextual Impact: Knowing and understanding the setting will help you differentiate instruction and plan developmentally appropriate lessons. Based on your setting’s contextual variables identify the implications for your teaching and student learning.

D. Rationale: Develop a brief paragraph describing the value of your unit’s content. Justify why the unit should be taught.

**Part 2: Technology for Learning**

1 page plus photo’s

A. In one lesson plan you must show how your students use a form of technology to meet your lesson objectives/outcomes.

1) Remember, your students must use/interact with the technology and it must provide students with a way to analyze their own performance.
2) Technology may include items such as pedometers, heart rate monitors, exergames, video analysis apps (e.g., coach's eye), assessment apps (Socrative), etc.

3) The planned use of technology should align with your lesson objectives/outcomes.

4) Be sure to plan how your students will receive their results and reflect on them.

5) Secure the planned technologies in advance.

B. Teach the planned lesson while being observed by your cooperating teacher.

C. Assignments include:
   a. Reflection
      1) Write a brief reflection describing the degree to which you met your lesson objective/outcomes(s) through the technology use.
      2) Explain how your students used the results/data from the tool to analyze and improve their performance.
   b. Photos that document the inclusion of technology in the lesson (If possible!)
      1) Be sure to protect the identity of the students or obtain school permission (media release form on file) to photograph students.

Part 3: Assessment and Lesson Planning

Include assessments & lesson plans

Include a 3-5 lesson plans and corresponding assessments for the learning segment.

A. Lesson plans must include correctly written behavioral objectives (include situation, task, criteria) that are aligned with the GLO’s; time and management for appropriate learning activities; developmentally appropriate tasks, cues, and challenges; assessment; and appropriate modifications. At the end of the lesson plan denote how formative assessment data has been used to make decisions in the lesson.

B. Conduct a formative assessment of all students within the class in 2 of 3 domains, you must assess the psychomotor, and cognitive or affective. All assessments should have clear directions and scoring procedures that assist in representing valid and reliable instruments. Describe all assessments and your data collection procedures. The assessments should match the GLO’s and central focus. Include copies of all assessment tools used.

Part 4: Analysis of Results

3-5 pages plus examples of student work

Use all of the assessment data to demonstrate student learning, as both individual students and as a class. The consideration of your students’ change in learning facilitates your ability to utilize the reflective cycle. Be sure to protect the identity of your students by using student numbers versus student names.

A. Analyze all of the data and describe the results in narrative. Present appropriately labeled tables and graphic displays of the quantitative results to supplement your narrative. Identify and align the GLO’s from part 2 with the data results. Tables and graphs should be consecutively numbered and labeled with a short description (e.g., Figure 1: Cognitive Test Results).

B. Provide a detailed description of adjustments made or will make in your planning and instructional strategies due to the assessment results. Adjustments could be made to specific learning objectives, content introduced or reviewed, the amount of time dedicated to specific objectives, teaching style used, equipment used, or assessments utilized.

C. Evaluate the extent to which your students met the GLO’s and central focus. Include clear explanations for the change in student learning throughout the learning segment.

D. Include examples of students’ work to represent varying levels of student learning.
Part 5: Reflection

The purpose of this section is to contemplate your ability to "utilize assessments and reflection to foster student learning and inform instructional decisions" (K-12 Grade Level Outcomes: SHAPE America, 2014, standard 5). Write an essay to demonstrate that you have utilized the reflective cycle (5.c). Include (a) what you have learned about your teaching and your students' learning, (b) what you have learned about your instructional planning and assessment, including what you will change the next time you teach this unit, and (c) what you have learned about your own professional effectiveness and development throughout the teacher work sample process.

PLEASE Note: The reflection write for the mini teacher work-sample will take the place of the daily professional journal (pg. 19-20).

Part 6: References

List all teacher and student resources and references utilized in the unit. Use APA format.

This website is an APA formatting reference: https://owl.english.purdue.edu/owl/

Adapted from the SHAPE America PETE Standards (2017) and Format adapted from Advanced Teacher Work Sample, University of Northern Colorado and Physical Education Department at SUNY Cortland, 2005.
### SUNY Cortland Physical Education Department  
**EDU 456: Student Teaching Mini-Worksample**

#### Format

<table>
<thead>
<tr>
<th>Needs Revision</th>
<th>Acceptable</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing mechanics have major errors in grammar, spelling, or punctuation.</td>
<td>Writing mechanics have minor errors in grammar, spelling, or punctuation.</td>
<td>Proper writing mechanics are utilized including grammar, spelling, and punctuation.</td>
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#### Part 1: Description of the Setting

<table>
<thead>
<tr>
<th>Needs Revision</th>
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<tbody>
<tr>
<td>The school information is described or the class environment is described. The impact or implication of contextual factors on teaching and learning is minimally or not identified. The value of the unit content is minimally or not justified.</td>
<td>The school site and class environments are partially described. The impact or implication of contextual factors on teaching and learning is generally identified. The value of the unit content is accurately justified.</td>
<td>The school site and class environments are thoroughly described. The school site includes grade levels, number of students, general school schedule. The class information includes the total number of students, the number of males/females, the cultural make-up of the students, the number of students with disabilities, the amount of class time, the facilities, equipment, and technologies used in the unit. The impact or implication of contextual factors on teaching and learning is clearly identified. The value of the unit content is clearly and accurately justified.</td>
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#### Part 2: Technology for Learning

<table>
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<tr>
<th>Need Revision</th>
<th>Acceptable</th>
<th>Target</th>
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<tbody>
<tr>
<td>Candidate does not plan and implement use of technology or the technology is not age appropriate. Candidate demonstrates limited knowledge of current technology and its application in a physical education setting. and/or Candidate does not incorporate technology in a way that provides data/results directly to students. and/or Candidate does not plan or implement metacognitive knowledge activities or these activities are not age and/or developmentally appropriate.</td>
<td>Candidate integrates learning experiences that involve students in the use of 1 form of technology. Candidate plans and implements age and developmentally appropriate use of technology in a physical education setting. and Candidate incorporates technology in a way that provides data/results directly to students. and Candidate plans and implements age and developmentally appropriate metacognitive activities. Candidate provides opportunities for students to explore knowledge and beliefs about the task and reflect on their own performance.</td>
<td>Candidate integrates learning experiences that involve students in the use of more than 1 form of technology. Candidate demonstrates age and developmentally appropriate use of current technologies and uses the technology to enhance student learning. and Candidate incorporates technology in a way that provides data/results directly to students. and Candidate plans and implements age and developmentally appropriate metacognitive knowledge and strategy learning activities. Candidate allows students to analyze, reflect, and improve skillful performances.</td>
</tr>
</tbody>
</table>
3e. Plans & implements learning experiences that require students to use technology appropriately
3f. Plans and implements learning experiences that engage students in using metacognitive strategies appropriately to analyze their own performance results

Part 3: Assessment and Lesson Planning

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<th>Needs Revision</th>
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<th>Target</th>
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<tr>
<td>TC demonstrates no evidence (or minimal evidence) of formal or informal assessment. If assessment is used, it only occurs after instruction. Assessments do not match the lesson objectives and/or standards. Learning/practice opportunities are not based on pre-assessments or formative assessments. Scores are determined by “effort” or “participation.” Formative assessment is minimally described. The post-assessments do not match the pre-assessments. The lesson plans may be missing parts; or the objectives are missing parts; or the objectives are not aligned with the standards; or the tasks are not developmentally appropriate; or the modifications are not appropriate.</td>
<td>TC uses formal and informal assessments. Assessments are ongoing. Learning/practice opportunities are based on pre- and formative assessments. Assessment occurs throughout the unit of instruction and is used to inform instruction, provide feedback, communicate progress and determine grades. Pre-, formative, and post-assessment is conducted on all students in the psychomotor and one other learning domain. Assessments are developmentally appropriate. Formative assessment is described. Post-assessments match the pre-assessments.</td>
<td>TC uses multiple assessments. On-going assessments as well as summative and formative assessments are used in many contexts. Record keeping provides detailed information on students and can be transformed into a format that is accessible to others (e.g. parents/administrators). Assessments are used to inform instruction, provide feedback, communicate progress and determine grades. Learning/practice opportunities are based on pre-assessments. Formative assessments are used, which allow students to achieve mastery on summative assessments. Pre-, formative, and post-assessment is conducted on all students in all three learning domains. Assessments are developmentally appropriate and clearly written. Formative assessment is thoroughly described. Post-assessments match the pre-assessments. The lesson plans contain correctly written, developmentally appropriate objectives that are aligned with the standards; time and management for appropriate learning activities; tasks, cues, and challenges; assessment; and appropriate modifications.</td>
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</table>

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.

Part 4: Analysis of Results

<table>
<thead>
<tr>
<th>Needs Revision</th>
<th>Acceptable</th>
<th>Target</th>
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<tbody>
<tr>
<td>Very little of the assessment data is used to demonstrate student learning. The data is analyzed and the results are described in narrative. Tables and graphic displays are presented. Identification and alignment of the unit</td>
<td>Most of the assessment data is used to demonstrate student learning. The data is analyzed and the results are described in narrative. Tables and graphic displays supplement the narrative. Identification and alignment of the unit</td>
<td>All of the assessment data is used to demonstrate student learning. The data is accurately analyzed and the results are thoroughly described in narrative. Appropriately labeled tables and graphic displays supplement the narrative. Identification and alignment of the unit</td>
</tr>
</tbody>
</table>
the unit goals are missing from the data results. Adjustments made in planning and instructional strategies, the extent to which students met the learning standards/unit goals are minimally evaluated. Explanations for student learning are described. No examples of student work are included.
SUNY Cortland Physical Education Student Teaching
Weekly Mailing Checklist

This checklist is for the personal use by the student teacher and NOT required for submission to anyone.

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

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

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

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

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

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

<table>
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<tr>
<th>Weekly Schedule</th>
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<tr>
<td>Professional journal</td>
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<tr>
<td>Lesson plans with evaluations and signature/date of review by cooperating teacher</td>
</tr>
<tr>
<td>“Student Teaching Final Evaluation Report” completed by CT. Submit through Banner Web</td>
</tr>
<tr>
<td>“Student Teaching Final Evaluation Report” completed by ST. Submit through Banner Web</td>
</tr>
<tr>
<td>Absence Summary form for first 8 weeks (<a href="http://www.cortland.edu/fieldplacement">www.cortland.edu/fieldplacement</a>)</td>
</tr>
<tr>
<td>Student Teacher Evaluation of the Cooperating Teacher (<a href="http://www.cortland.edu/fieldplacement">www.cortland.edu/fieldplacement</a>)</td>
</tr>
<tr>
<td>Thank you notes to your cooperating teacher, administrators, etc.</td>
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### Week Nine, Week Ten, and Week Eleven (Second Placement)

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

### Week Twelve

<table>
<thead>
<tr>
<th>Weekly schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional journal</td>
</tr>
<tr>
<td>Lesson plans with evaluations and signature/date of review by cooperating teacher</td>
</tr>
<tr>
<td>“Student Teaching Mid-Quarter Evaluation Report” completed by cooperating teacher. This form must be submitted on-line on TaskStream.</td>
</tr>
<tr>
<td>“Student Teaching Mid-Quarter Evaluation Report” completed by student teacher. This form must be submitted on-line on TaskStream.</td>
</tr>
</tbody>
</table>

### Week Thirteen, Week Fourteen, and Week Fifteen

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

### Week Sixteen

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

28
SUNY Cortland Physical Education School Visitation Form

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

Name: ____________________________________________  ST Semester: ________________________

School District and Building: _________________________________________________________________

Date and Time of Visit: ___________________________________________________________________

Names and Titles of Professionals Visited:

CT: ___________________________________________    ____________________________________________

Other:  ______________________________________    ____________________________________________

School Setting: _____ Urban   _____ Suburban   _____ Rural

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

__________________________________________________________________________________________

__________________________________________________________________________________________

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

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

Is there any ability grouping or tracking?   ________________________________

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

___________________________________________________________________________

Time of the school day:  ______________ AM  to  ______________ PM

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

Non-teaching responsibilities: ________________________________

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

__________________________________________________________________________________________

__________________________________________________________________________________________

Comments:

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

Student teacher's signature: ____________________________________________  Date:  ________________

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

Name: ______________________________ ST Semester: ___________________________

School District and Building: ______________________________________________________________________________________

Date and Time of Visit: ____________________________________________________________________________________________

Names and Titles of Professionals Visited:

CT: _________________________________________    ____________________________________________

Other:  ______________________________________    ____________________________________________

School Setting:   _____ Urban    _____ Suburban     _____ Rural

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

__________________________________________________________________________________________

__________________________________________________________________________________________

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

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

Is there any ability grouping or tracking?  ________________________________________________________

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

__________________________________________________________________________________________

__________________________________________________________________________________________

Time of the school day:  ______________ AM  to  ______________ PM

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

Non-teaching responsibilities:  ________________________________________________________________

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

__________________________________________________________________________________________

__________________________________________________________________________________________

Comments:

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

Student teacher’s signature:  ____________________________________________  Date:  ________________

Cooperating teacher’s signature:  ________________________________________  Date:  ________________
SUNY Cortland Physical Education Student Teaching

Assistant Coaching/Extra-Curricular Assignment Form

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

Name: ________________________________ ST semester: _______________

1st placement: _________________ or 2nd placement: _________________

School District: _______________________________________________________

Employee’s phone number: _____________________________________________________________

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

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

_________________________________________________________________________________________

_________________________________________________________________________________________

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

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

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

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

Student teacher’s signature: ________________________________ Date: _________________
Complete one form for each of your placements and submit them to your College Supervisor.

Name: __________________________________________________ ST semester: _______________

1st placement: _________________ or 2nd placement: _________________

School District: ________________________________________________________________

Employee’s phone number: ________________________________________________________

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

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

_________________________________________________________________________________________

_________________________________________________________________________________________

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

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

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

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

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

Co-Curricular Advisor: __________________________ School District: _______________________________

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

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

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

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

Comments:

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

Comments:

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

Comments:

Contribution to Program

Comments:

Overall rating:

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

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

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

Co-Curricular Advisor: __________________________ School District: __________________________

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

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

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

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

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

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</tr>
<tr>
<td>Developing</td>
<td>Teacher candidate is beginning to develop required skills to become an effective coach.</td>
</tr>
</tbody>
</table>

Advisor/Mentor: ____________________________________________________ Date: ___________________
Dear ___________________________

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

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

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

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

Sincerely,
Permission to Participate in edTPA Portfolio Activity

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

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

______________________________

_____ Yes, I give permission for ________________________________ to participate 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 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,
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:

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

- Guidelines for Video Confidentiality for Candidates:

______________________________

____ Yes, I give permission for ________________________________ to participate

(child’s name)

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

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

(child’s name)

in the SCALE edTPA portfolio activities.

______________________________  _______________________

Parent/Guardian Signature  Date

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

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

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

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

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

_______________________________________________________________________.

Muchas gracias por apoyar mi formación como docente.

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

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

- Confidencialidad y Seguridad de los materiales del candidato al edTPA y de la Información de Evaluación. [link]
- Lineamientos de Confidencialidad de Videos por parte de los profesores. [link]
- Lineamientos de Confidencialidad de Videos por parte de los Candidatos a maestros. [link]

_________________________ 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 mi. 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
Weekly Schedule of: ____________________________ Date: ____________
School: _______________________________________________________________

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
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Key:  (O) observed  (A) assisted  (T) taught  (TO) taught and was observed by instructor  (P) participated in class
### Lesson Plan

**Lesson Plan 1 of 10**

**Teacher Candidate(s):**

**Unit/Movement Concept:**

**Central Focus:**

<table>
<thead>
<tr>
<th>Domains</th>
<th>Objectives</th>
<th>Assessment Tool &amp; When it is used</th>
<th>Length of class</th>
<th>School</th>
<th>Date</th>
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<tbody>
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<td>1.</td>
<td>Teaching Styles:</td>
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<td>Affective</td>
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<td>Practice</td>
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<td>Common Core Standards</td>
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<td>Equipment:</td>
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</tbody>
</table>

**Safety Statement**

**NYS Learning Standard 1** - Personal Health and Fitness
1A. Students will perform basic motor and manipulative skills. Students will attain competency in a variety of motor and sports activities.
1B. Students will design personal fitness programs to improve cardio respiratory endurance, flexibility, muscular strength, endurance, and body composition.

**NYS Learning Standard 2** - A Safe and Healthy Environment
2a. Students will demonstrate responsible personal and social behavior while engaged in physical activity.
2b. Students will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression and communication.
2c. Students will be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants.

**NYS Learning Standard 3** - Resource Management
3a. Students will be aware of and able to access opportunities available to them within their community to engage in physical activity.
3b. Students will be informed consumers and be able to evaluate facilities and programs.
3c. Students will also be aware of career options in the field of physical fitness and sports.

**Health-related Fitness (HRF)**
- Cardiorespiratory endurance
- Muscular strength
- Muscular endurance
- Flexibility
- Body composition

**Skill-related Fitness (SRF)**
- Balance
- Coordination
- Agility
- Reaction time
- Speed
- Power

**What is the ongoing fitness theme or emphasis in this lesson?**

(i.e. Concepts taught, goals, estimated MVPA through a game/activity, heart rate, RPE, step counts, FITT, etc.)

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

**NASPE Content Standard:** - A physically educated person:
1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
2. Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.
3. Participates regularly in physical activity.
4. Achieves and maintains a health-enhancing level of physical fitness.
5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
6. Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.
<table>
<thead>
<tr>
<th>Lesson Components</th>
<th>Time (mins)</th>
<th>Organization</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instant Activity</td>
<td></td>
<td>Transition</td>
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</tbody>
</table>

**Introduction, Signal for Attention, Hook**

**Teaching Progressions** — Show some of the major tasks/activities listed on your Activity Progression Worksheet within the selected level of (PC/C/U/P) for the class.

<table>
<thead>
<tr>
<th>Tasks (Extensions) - Activities for the whole class: E.g. Hit the ball over the net to your partner 10 times.</th>
<th>Cue (Refinements) - Simple secrets to improve performance: E.g. Low to high</th>
<th>Challenges (Applications) - More game-like chances to practice the same tasks at the same difficulty level: E.g. In 90 seconds, see how many times you can hit the ball to your partner.</th>
<th>Modifications - Add modifications to make the tasks easier and harder according to the skill level of the students: (GLSP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstration #1</td>
<td>1.</td>
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<td>Transition</td>
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<td>Demonstration #2</td>
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<td>Transition</td>
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<td>Demonstration #3</td>
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<td>Transition</td>
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<tr>
<td>Demonstration #4</td>
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<td>CUES</td>
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<tr>
<td>Challenges</td>
<td>9.</td>
<td>9.</td>
<td>9.</td>
</tr>
<tr>
<td>Adaptations, Assessments, Reminders, CFU, Academic Language</td>
<td>10.</td>
<td>10.</td>
<td>10.</td>
</tr>
</tbody>
</table>

44
| Transition |  |  |  |  |  | Easier –  
| Demonstration #5 | 5. | 1. | 2. | 3. | 1. | Harder - |
| Transition |  |  |  |  |  |  

Activity close  
(Optional)  

Lesson Closure,  
Hook to Next  
Lesson  

**Evaluation of Lesson**  
*Pre-planning: Previous instruction in this activity (earlier grade levels)*  
*Post-planning: “Assessment Informs Teaching;” future needs based on assessment results*  
*Teacher Reflection Notes:*

**Attachments**  
*(Include any assessment, task cards, exit slips you used): Describe and numbered*
SUNY Cortland Department of Physical Education
WEEKLY APPRAISAL of Teacher Candidate by Cooperating Teacher

Name of Teacher Candidate (TC) ____________________________________ Week # ______ Date _________

Name of Cooperating Teacher ____________________________________ School __________________

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

Target: The teacher candidate is consistently and comprehensively demonstrating this standard.
Acceptable: The teacher candidate is satisfactorily demonstrating this standard.
Unacceptable: The teacher candidate is not yet consistently or satisfactorily demonstrating this standard.
NA: Not applicable or unable to observe at this time.

NOTE: Specific comments are often more helpful than the rating.

<table>
<thead>
<tr>
<th>NASPE/CAEP Standards</th>
<th>Rating</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Scientific &amp; Theoretical Knowledge: The TC applies scientific concepts related to skillful movement, physical activity and fitness (1.1-1.3).</td>
<td>T A U NA</td>
<td></td>
</tr>
<tr>
<td>1 Scientific &amp; Theoretical Knowledge: The TC can analyze and correct critical elements of motor skills &amp; performance concepts (1.5)</td>
<td>T A U NA</td>
<td></td>
</tr>
<tr>
<td>3 Planning &amp; Implementation: The TC designs &amp; implements short &amp; long-term plans including linkage with goals, objectives, and standards (3.1-3.3).</td>
<td>T A U NA</td>
<td></td>
</tr>
<tr>
<td>3 Planning &amp; Implementation: The TC plans and adapts instruction for diverse student needs using progressive and sequential instruction (3.5-3.6)</td>
<td>T A U NA</td>
<td></td>
</tr>
<tr>
<td>4 Instructional Delivery and Management: The TC demonstrates effective communication skills through demonstrations, explanations, instructional cues and feedback (4.1-4.3).</td>
<td>T A U NA</td>
<td></td>
</tr>
<tr>
<td>4 Instructional Delivery and Management: The TC utilizes managerial rules, routines, and transitions to create and maintain a safe and effective learning environment (4.5).</td>
<td>T A U NA</td>
<td></td>
</tr>
<tr>
<td>4 Instructional Delivery and Management: The TC implements strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment (4.6).</td>
<td>T A U NA</td>
<td></td>
</tr>
<tr>
<td>5 Impact on Student Learning: The TC selects and uses appropriate assessments to evaluate student learning (5.1-5.2).</td>
<td>T A U NA</td>
<td></td>
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<tr>
<td>5 Impact on Student Learning: The TC utilizes the reflective cycle to implement change in teacher</td>
<td>T A U NA</td>
<td></td>
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</tbody>
</table>
Standard 6: Professionalism Physical education teacher candidates demonstrate dispositions essential to becoming effective professionals.

Target: The teacher candidate consistently and exceptionally demonstrates the disposition.

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

Unacceptable: The teacher candidate rarely demonstrates the disposition.

NA: Not applicable or unable to observe at this time.

<table>
<thead>
<tr>
<th>Dispositions</th>
<th>Rating</th>
<th>Comments</th>
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</thead>
<tbody>
<tr>
<td>The TC demonstrates a belief that all students can become physically educated individuals (6.1).</td>
<td>T A U NA</td>
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<td>The TC participates in activities that enhance collaboration and leads to professional growth (6.2).</td>
<td>T A U NA</td>
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<td>The TC maintains a professional appearance (6.3).</td>
<td>T A U NA</td>
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<td>The TC demonstrates a positive work ethic (6.3).</td>
<td>T A U NA</td>
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<tr>
<td>The TC demonstrates responsibility &amp; accountability (6.3).</td>
<td>T A U NA</td>
<td></td>
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<tr>
<td>The TC demonstrates honesty and integrity (6.3).</td>
<td>T A U NA</td>
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<tr>
<td>The TC was punctual (6.3).</td>
<td>T A U NA</td>
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<tr>
<td>The TC demonstrates a positive attitude toward learning and is receptive to feedback &amp; ideas (6.3).</td>
<td>T A U NA</td>
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<tr>
<td>The TC communicates in ways that convey respect &amp; sensitivity (6.4).</td>
<td>T A U NA</td>
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</table>

Number of days absent this week _________________
Number of days tardy this week ________________

General Comments:

Signature of Teacher Candidate ___________________________ Date ________________

Signature of Cooperating Teacher ___________________________ Date ________________

SUNY Cortland Physical Education Student Teaching
STUDENT TEACHER APPRAISAL of a Lesson by College Supervisor

47
A. ESSENTIAL ELEMENTS OF INSTRUCTION
   ___Lesson focus/overview
   ___Statement of expectations for lesson
   ___Safety considerations and statements
   ___Use of visual aids
   ___Clear and effective demonstration provided
   ___Instructional points clearly specified (3-5)
   ___Opportunity for clarification and check student understanding
   ___Practice – where to go, how to move, what to do, how long
   ___Feedback and student modeling – use of a variety of forms of feedback
   ___Lesson closure with teaser

B. PERSONAL QUALITIES
   ___Professional in attire
   ___Well-groomed for teaching
   ___Positive image and role model
   ___Performs with the demeanor of a teacher
   ___Readily assumes responsibility
   ___Functions with vitality Uses common sense Exhibits a sense of humor Utilizes courtesy and tact Shows initiative
   ___Displays flexibility
   ___Appears confident, assertive and poised in teaching role
   ___Professional, productive and positive relationships with students

C. PROFESSIONAL QUALITIES
   ___Shows basic knowledge of subject matter
   ___Communicates information clearly to students
   ___Language suitable to grade level
   ___Good command of the English language
   ___Sufficient voice projection (outdoors indoors)
   ___Effective voice pitch and tone
   ___Speaks with enthusiasm
   ___Thinks well “on his/her feet”
   ___Taps creativity

D. LESSON ORGANIZATION AND PRESENTATION
   ___Preplanned solid format
   ___Equipment and supplies readied before class
   ___Orderly class entry procedures
   ___Activity appropriate for grade level
   ___Appropriate teacher position in relationship to class
   ___Addressed all students Warm-up
   ___Activity included Progressions
   ___Logical and sequential
   ___Equipment distribution and collection efficient
   ___Equipment, space and personnel utilized to potential
   ___Recognizes need for review
   ___Uses student input
   ___Provides for maximum participation
   ___Uses motivational devices, offers challenges to enhance learning

E. CLASS MANAGEMENT AND CONTROL
   ___Atmosphere conducive to learning
   ___Provides a safe environment
   ___Teaches social skills and cognitive skills as well as physical
Utilizes praise and encouragement
Organizes students effectively Offers logical transitions
Utilizes class time wisely
Sets an effective lesson pace for the grade level
Maintains disciplined classes
Elicits attention of entire group
Follows through on directives given; doesn’t resort to idle threats
Shows consistency when implementing rules and policies
Keeps playing conditions fair
Addresses inappropriate behavior or language
Upholds high standards of performance
Provides individualized instruction
Analyzes skill development; makes appropriate corrections
Anticipates problem areas
Reacts quickly to unexpected situations
Takes advantage of teachable moments
Competent officiating skills

F. PROFESSIONAL GROWTH
Receptive to constructive criticism
Makes effective use of suggestions
Evaluates own performance
Can adjust and improve upon lesson taught
“Reads” a class to recognize its strengths and shortcomings
Willing to try new ideas
Not afraid to make a mistake and learn from it
Enjoys teaching students, not materials; interacts comfortably
Promptly meets obligations and deadlines
Cooperates with sponsor teacher
Involvement beyond the scheduled assignment:

G. WRITTEN WORK
Submitted promptly
Writes legibly
Employs correct English grammar
Objectives clearly stated
Content concrete/cues provided
Organization efficient
Addressed the learning standards and linked them to the objectives:
Standard #1A – Skill
Standard #1B – Fitness/wellness
Standard #2 – Personal/social responsibility and safety
Standard #3 – Resource management
Objectives evaluated

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

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

2. Recommended areas of improvement

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

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

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

Below are **YOUR** directions for completing the STE and Student Dispositions may be found on TaskStream. 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
Teacher candidates (TC) are expected to develop and demonstrate the character, pedagogical and professional dispositions identified in national, state and institution standards. Use the rubric in the Advisement Manual or Instructor Handbook to determine the ratings and mark as Target (T), Acceptable (A), Unacceptable (U), or Not Observed (N/O). The disposition description reflects the “acceptable” level of performance.

### Character Dispositions

<table>
<thead>
<tr>
<th>Character Dispositions</th>
<th>T</th>
<th>A</th>
<th>U</th>
<th>N/O</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Integrity:</strong> 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.*</td>
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<td><strong>Emotional Maturity:</strong> 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.*</td>
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<td><strong>Work Ethic:</strong> 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.*</td>
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### Pedagogy Dispositions

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<th>Pedagogy Dispositions</th>
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<tbody>
<tr>
<td><strong>Belief that All Children Can Learn:</strong> Exhibits knowledge of some learners’ abilities, learning styles, and cultural backgrounds. Provides numerous and various learning experiences that meet the needs of most learners.*</td>
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<tr>
<td><strong>Fairness:</strong> Listens to all opinions, makes reasoned decisions, and shows empathy and concern for others. AND/OR Usually interacts with students, parents, colleagues, and administrators in an effective and unbiased manner.*</td>
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<tr>
<td><strong>Passion for the Subject Matter and Teaching:</strong> Demonstrates adequate depth and breadth of content knowledge and pedagogical skills. Exhibits understanding of learning process and is dedicated to life-long learning.</td>
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<tr>
<td><strong>Non-Discriminatory and Inclusive Pedagogy, Fostering Equity and Social Justice:</strong> Selects activities/materials, assignments, and assessments that accommodate student diversity in terms of cultural background, ability, achievement, interest, and special needs.</td>
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<tr>
<td><strong>Promotion of High Standards and Fulfillment of Academic Expectations:</strong> Generally uses students’ strengths and interests as a starting point for the attainment of high standards and the fulfillment of their academic potential.</td>
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<td><strong>Creation of a Safe and Nurturing Classroom Environment:</strong> Maintains a safe and nurturing classroom environment by recognizing the needs of all students.</td>
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### Professional Dispositions

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<tr>
<th>Professional Dispositions</th>
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<tbody>
<tr>
<td><strong>Collegiality:</strong> Models courtesy in communication 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.*</td>
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<tr>
<td><strong>Understanding of and Respect for Policies and Procedures:</strong> Seeks clarification of policies as needed. AND/OR Can describe and explain basic school policies and regularly makes an effort to comply. Seeks clarification of policies as needed.*</td>
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<tr>
<td><strong>Commitment to Ongoing Assessment for Student Improvement:</strong> Demonstrates acceptable progress in evaluation of student progress through a variety of evaluative means. Plans frequent evaluation but not always consistent in regular lesson planning and/or implementation in the classroom.</td>
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<tr>
<td><strong>Continual Reflection on Self- Improvement, Receptiveness to Guidance, and Professional Development:</strong> Increasingly expresses reflection on own progress with regard to SUNY Cortland dispositions and further professional development with little prompting. Displays this disposition through frequent asking for suggestions, evaluative activities, and lesson planning for improved performance. Seeks professional development opportunities (e.g., in-service days, conferences).</td>
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<tr>
<td><strong>Sensitivity to the Particular School Culture, Including Expectations of Candidates:</strong> Seeks to understand the appropriate norms of the particular school environment and to adapt behavior accordingly. Demonstrates progress in adjusting to changing expectations.</td>
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<tr>
<td><strong>Appropriate Initiative:</strong> Occasionally seeks an opportunity to recognize and improve existing programs/curriculum as well as to help school faculty and staff achieve goals.</td>
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<tr>
<td><strong>Effective Communication with All Stakeholders (e.g., Parents, Administrators, Community Partners):</strong> Regularly communicates with stakeholders. Promotes greater participation by families and communities.</td>
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</tbody>
</table>

* Required for MSED candidates.

**Comments:**

Instructor’s Signature _______________________________________________ __ Date ______________________

Teacher Candidate’s Signature ________________________________________ __ Date ______________________

8/29/12 - signed form is to be placed in the teacher candidate’s file in the Physical Education Department Office.
Candidate Consultation Report for Student Teachers

Candidate ____________________________________ Meeting Date ________________________

Supervisor ________________________________________ Meeting Time ________________________

Cooperating Teacher ____________________________ Meeting Place __________________________

Other Participant __________________________________________________________________________

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

**Reason for consultation:**

---

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

---

Additional documentation may be attached.

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

Candidate signature ______________________________________ Date__________________________

Supervisor signature ______________________________________ Date__________________________

Cooperating teacher signature ____________________________ Date__________________________

Other signature _________________________________________ Date__________________________

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

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

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

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

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

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

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

Week 15
  - Grade student teacher mini-worksample assignment and provide feedback to teacher candidates.

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

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

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

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

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

Award certificates are mailed to the recipients following the end of the semester.
<table>
<thead>
<tr>
<th>Contact Numbers for Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Taskstream</strong></td>
</tr>
<tr>
<td>Chris Widdall</td>
</tr>
<tr>
<td><a href="mailto:Chris.widdall@cortland.edu">Chris.widdall@cortland.edu</a></td>
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<tr>
<td>607-753-5449</td>
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<tr>
<td><strong>Technology Help Desk</strong></td>
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<td>Partnership Office</td>
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New York Teacher Certification

Initial Certification

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

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

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

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

Professional Certification

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

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

**Individual Evaluation for Additional Classroom Teaching Certificate**

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

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

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

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

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