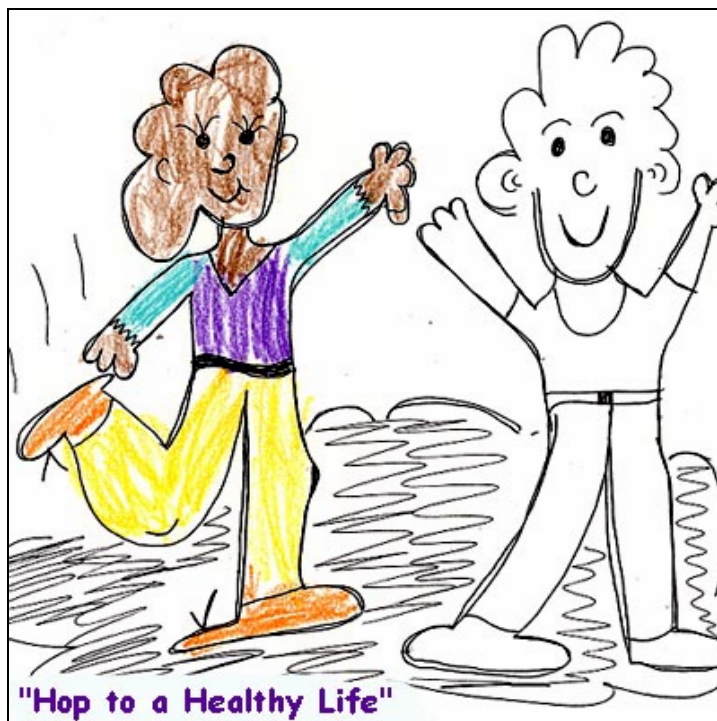




**NORTHERN ARIZONA UNIVERSITY  
DEPARTMENT OF HEALTH PROMOTION  
COLLEGE OF EDUCATION**

# **HEALTH & PHYSICAL EDUCATION COOPERATING TEACHER HANDBOOK**



**The Mission for the College of Education at Northern Arizona University is to prepare Education Professionals to create the schools of tomorrow. The mission of the department of Health Promotion is to prepare students to be elementary or secondary school health/physical education teachers**

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## **Addresses & Contact Information**

### **Coordinator & Supervisors**

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Office Hours : TBA

### **Other Resources**

Health Promotion Student Teaching Website

<http://jan.ucc.nau.edu/~sep28/Palmer/hpestudentteaching/index.html>

Arizona Department of Education  
1535 W. Jefferson  
Phoenix, AZ 85007  
Phone: (602) 542-4361  
<http://www.ade.state.az.us/>

NAU Department of Health Promotion  
Box 15095  
Flagstaff, AZ 86011-5095  
Phone: (928) 523-8262  
<http://www.nau.edu/hp/dept/hep/index.html>

Cline Library  
P.O. Box 6022  
Flagstaff, AZ 86011-6022  
Phone: (928) 523-6805  
<http://www.nau.edu/cline/>

NAU Career Services  
PO Box 4097  
Flagstaff, AZ 86011-4097  
Phone: (928) 523-3811  
Fax: (928) 523-1117  
Email: [career.services@nau.edu](mailto:career.services@nau.edu)  
<http://www4.nau.edu/career/>

College of Education  
PO Box 5774  
Flagstaff, AZ 86011-5774  
Phone: (928) 523-2611  
Fax: (928) 523-8700  
<http://coe.nau.edu/>

## **Seminar Dates & Calendar**

**The student teacher will adhere to the schedule of the school where they are placed. During the NAU semester, there are 3 days in which students are required to attend meetings.**

**Spring 2005 Seminar Schedule**

<b>Date &amp; Time</b>	<b>Description &amp; Items Due</b>	<b>Location</b>
<b>January 17 9:00 –1:00 pm</b>	<b>Student Teaching Orientation – Dress in professional interview attire, bring note paper and pen/pencil</b>	<b>HP 119</b>
February 18	Midpoint Evaluation of 1 <sup>st</sup> placement (tentative) – Cooperating Teacher midpoint evaluation and student teacher self-evaluation should be completed. Assessments should be added to appropriate form.	
March 11	Last day at first placement (tentative)	
<b>March 11 3:30 – 6:00</b>	<b><u>Health and Physical Education Midpoint Seminar</u></b> <b>Switching from first to second placement</b> Required for all HP majors to attend. You are expected to attend school in morning. Bring portfolios and work completed up to this point (Deidre Frasier from Career Services – 4:30)	<b><u>Rolle 207</u></b>
March 14	First day at 2 <sup>nd</sup> Placement (tentative)	
April 22	Midpoint Evaluation of 2 <sup>nd</sup> placement – Cooperating Teacher midpoint evaluation and student teacher self-evaluation should be completed. Assessments should be added to appropriate form (tentative).	
May 12	Last day at 2 <sup>nd</sup> Placement (tentative) Cooperating Teacher midpoint evaluation and student teacher self-evaluation should be completed (tentative).	
<b>Thursday, May 12 3:30 – 6:00 pm</b>	<b><u>End of Year Review &amp; Social</u></b> All items due (portfolio, teaching binder, all evaluations signed by you). If you have not completed student teaching at this time, evaluations are not due. Come ready to share experiences, play and eat. <b><u>Please invite your coop, family and friends!</u></b>	<b>Rolle Gym</b>
<b>Friday, May 13 10:00 am</b>	<b><u>CHP Commencement – Walkup Skydome</u></b> Show up with your cap and gown by 8:30 am	

“While volunteering to show the class an example of either a static or dynamic balance, the 2nd grade student smiled and put his head on the mat. Thinking that he was doing an inverted balance, I let him proceed. He awkwardly rubbed his head on the mat vigorously and then stood upright, and pointed to his hair. As we stared at him in wonder, he matter of factly said, "**a static balance**".”

PE Central Kids Quote

**Spring 2005 Student Teaching Calendar**

**January**

<i>Sun</i>	<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>	<i>Sat</i>
------------	------------	------------	------------	------------	------------	------------

**I was teaching juggling using scarves to my fifth graders. This was the second week I had been working on juggling skills, and a student told me that they had been practicing her juggling skills at home. I told her that was great. She told me "the only thing is that I do not have any scarves at home so I just used my underwear to juggle instead!"**

PE Central Kids Quote

<http://www.pecentral.org/weeklyactivities/kidsay/kidsay.asp?Date=2/9/2004>

16	<b>17</b> Martin Luther King Jr. Holiday  <b>Student Teaching Orientation</b> <b>9:00 - 1:00</b> <b>Health Professions 119</b>  NAU Semester begins 1 <sup>ST</sup> Day at placement #1	<b>18</b> FUSD Prop 301 Day – Contact your coop to determine whether you should attend	<b>19</b>	<b>20</b>	<b>21</b>	<b>22</b>
<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b> Your block plan or scope & sequence should be almost done by now...talk to your coop!	<b>27</b>	<b>28</b>	<b>29</b>
<b>30</b>	<b>31</b> Student Teaching Resource Notebook ready by today					

**2005**

# February

<i>Sun</i>	<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>	<i>Sat</i>
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b> Observe coop assessments	<b>5</b>
<b>6</b>	<b>7</b>	<b>8</b> Add any assessments to the assessment form if necessary...this should be ready to share next week.	<b>9</b>	<b>10</b>	<b>11</b> Now's a chance to work on your portfolio: Student work samples? Sample assessments? Others?	<b>12</b>
<b>13</b>	<b>14</b> Remind your coop that midpoint teaching evaluation forms are due Friday	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b> Go through midpoint teaching evaluation with your coop & supervisor.	<b>19</b>
<b>20</b>	<b>21</b>	<b>22</b> Taken any pictures for your portfolio?	<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b>
<b>27</b>	<b>28</b>					

2005



# March

<i>Sun</i>	<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>	<i>Sat</i>
		<b>1</b> Add student work and assessment samples to your portfolio	<b>2</b> AzAHPERD in Phoenix	<b>3</b> AzAHPERD in Phoenix	<b>4</b> AzAHPERD in Phoenix	<b>5</b> AzAHPERD in Phoenix
<b>6</b>	<b>7</b> Remind your coop about final eval	<b>8</b> Polish up your assessment worksheet...be prepared to go through with your supervisor	<b>9</b>	<b>10</b> Go through final eval with your coop today or tomorrow. Schedule time to meet with supervisor	<b>11</b> Last day 1 <sup>st</sup> Placement  <b>Student Teaching Midpoint Seminar</b> 3:30 – 6:00 pm Health Professions 119	<b>12</b>
<b>13</b>	<b>14</b> 1 <sup>st</sup> day at second placement	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b> Your block plan or scope & sequence should be almost done by now...talk to your coop!	<b>19</b>
<b>20</b>	<b>21</b> Begin NAU/FUSD Spring Break	<b>22</b>	<b>23</b> Now's your chance, work on that portfolio and/or resource notebook!	<b>24</b>	<b>25</b> End NAU/FUSD Spring Break	<b>26</b>
<b>27</b>	<b>28</b> Have your ST Notebook ready by today...includes block plan, schedule etc...	<b>29</b>	<b>30</b> How many names do you know?	<b>31</b>		

# April

<i>Sun</i>	<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>	<i>Sat</i>
					<b>1</b>	<b>2</b>
<b>3</b>	<b>4</b>	<b>5</b> Assessments?	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b> AAHPERD Chicago, IL	<b>14</b> AAHPERD Chicago, IL	<b>15</b> AAHPERD Chicago, IL	<b>16</b> AAHPERD Chicago, IL
<b>17</b>	<b>18</b> Remind your coop about midpoint evaluations...due Friday	<b>19</b>	<b>20</b>	<b>21</b>	<b>22</b> Go through midpoint evaluation with your coop & supervisor	<b>23</b>
<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b>	<b>28</b>	<b>29</b>	<b>30</b>

**2005**

# May

<i>Sun</i>	<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>	<i>Sat</i>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b> Finish up that portfolio and your assessment worksheet	<b>6</b>	<b>7</b>
<b>8</b>	<b>9</b> Remind your coop about final evaluations, due Thursday.	<b>10</b>	<b>11</b>	<b>12</b> <b>Final Student Teaching Meeting</b> Rolle Gym 3:30 – 6:00 Come dressed to move Bring your portfolio Invite your coops & family	<b>13</b> <b>Commencement</b> <b>3:00 pm</b> <b>Walkup Skydome</b> Be there by 1:30 with your cap and gown	<b>14</b>
<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>	<b>21</b>

## **General Information**

## **Cooperating Teacher Information**

### NOTE TO THE COOPERATING TEACHER

Thank you for your participation in our program and for agreeing to assist in the preparation of a future professional educator. You will be the most valuable resource for the student. Your role will be to serve as a mentor to the student teacher. By using your expertise and experience, you will guide him/her from the role of student to that of professional. Our students will benefit greatly from your demonstration of professionalism in instruction, teaching skills, and attitude. Expect cooperation from your student teacher as he/she will expect it from you.

A Cooperating Teacher who has a positive influence on a student teacher is one who is direct, provides on-going constructive feedback, maintains harmony, gives praise, cooperates, allows freedom for experimentation, delegate's responsibilities, and acts as a facilitator. These are all responsibilities that are not to be taken lightly, nor are they foreign to you. You use these skills daily with your own students.

Keep the lines of communication open, both with your student teacher and with your support systems. Your support systems are the University Supervisor and Acting Director, Office of Student Services. The University Supervisor and Acting Director are available to you if you need support and assistance.

ENJOY YOUR PARTNERSHIP WITH YOUR STUDENT TEACHER.

### REQUIREMENTS

#### WORK DAY

Student teachers are required to work full days, every day including attending school faculty meetings and workshops.

#### MEETINGS

Student teachers are required to attend meetings on three separate days during the semester. Please consult the calendar or the seminar schedule for specific dates and times. Meetings are held in the afternoon, therefore, the student teacher is expected to be at their placement in the morning unless they must travel from out of town.

#### SCHEDULE

The student teacher will follow your schedule (class & school schedule). THIS MEANS BEFORE/AFTER SCHOOL AND HOLIDAYS.

#### ATTENDANCE

Expect the student teacher to be punctual. Absence for any reason should be reported to you in advance. Excessive absences (more than a week) will have to be made up at the end of the semester. Please inform the university supervisor whenever your student teacher is unexpectedly absent.

### INTERVIEWS

Student teachers are allowed two absences for interviews. Again, you should be notified well in advance. The student is required to leave complete lesson plans for you.

### LESSON PLANS

Daily lesson plans should be reviewed by you and should cover one week's time. The student's plans must be approved by you in advance. Student lesson plans should be presented to you at least 4 days before the lesson is to be taught.

### EXTRACURRICULAR ACTIVITIES

Encourage your student teacher to attend extracurricular activities. Attendance at these functions is not mandatory, but does make for a more enriching assignment.

### SUPERVISION

Arizona Risk Management insurance does NOT cover student teachers who are substituting in a school district. **YOUR STUDENT TEACHER MAY NOT BE ASKED TO SUBSTITUTE TEACH, OR COVER A CLASS IN WHICH A CERTIFIED TEACHER IS NOT PRESENT.**

### EVALUATIONS

You are required to evaluate the student teacher twice: mid-term evaluation and final evaluation. During an 8-week assignment, the mid-term evaluation will occur during the fifth week of the assignment, and the final evaluation during the eighth week. Certain secondary students may student teach more than 8 weeks if specific outcomes from the teaching evaluation form have not been met.

The final evaluation form should be completed carefully and thoughtfully. The original copy will be sent to the student's placement file in Career Services. All of the districts that the student teacher applies to will receive a copy. A copy of the evaluation form is in the back of the Handbook.

### COMPENSATION

You will be required to complete a payment option form during your assignment as a Cooperating Teacher. The Payment Option form must be completed correctly for you to receive compensation for having a student teacher. Please be aware of the following when completing the form:

Your writing must be legible (please print or type).

Fill out the form completely (an empty line could delay payment or result in an incorrect amount).

If you share responsibility for a student teacher each Cooperating Teachers must fill out, SIGN, and return a copy of this form.

If there have been any changes in your student teacher's assignment it is IMPERATIVE that our office be notified. A change in assignment may change the amount of compensation.

Payment will be issued after your student teacher's assignment. It will be mailed to the address you provide on the Payment Option form.

## UNIVERSITY RESOURCES

Your foremost university resource will be the University Supervisor. The University Supervisor will visit your classroom within the first few weeks of the assignment. He/she will set up a schedule of visits. The supervisor will also provide both you and the student teacher with contact information should either of you need assistance at any time.

By keeping communication open between you, the student teacher, and the University Supervisor, most minor problems can be avoided

Your second resource is the Acting Director, Office of Student Services, NAU/College of Education. If you need assistance with anything, please don't hesitate to call the Acting Director, Office of Student Services, (928) 523-6154.

PLEASE, advise the University Supervisor and/or the Acting Director at the very first sign of trouble. It is better to "nip" problems at the start than to try to resolve them at the end. Included in your Cooperating Teacher packet is an "Early Alert Indicator Form". This should be mailed to the Acting Director should a problematic trend occur. This provides the necessary documentation for possible intervention by NAU.

## YOUR ROLE

Read through the "Phase-In" schedule for a detailed explanation of your role week-by-week. Another guide you might want to look at is the "Observation List" in the Student Teacher section of the Handbook. The student teacher is required to fill this out during the "Observation" phase. To summarize, it is expected that you will:

### PROVIDE SUPPORT

- Provide the student teacher with moral support and encouragement.
- Help your students get used to the student teacher as a regular teacher.
- KEEP THE AIR CLEAR AND TALK THINGS OUT.

### GIVE ADVICE

- Give advice about: classroom routines, clerical responsibilities, classroom management, discipline, balancing personal/professional time, parent conferencing, and all other school procedures.

### BE A ROLE MODEL AND MENTOR

- Demonstrate friendship, acceptance, and patience.
- Observe lessons and provide feedback (DAILY!).
- Provide constructive criticism to assist the student teacher in learning appropriate teaching and classroom management techniques.
- Demonstrate lessons using different teaching styles.
- Allow the student teacher to observe other excellent role models.

### GIVE INFORMATION

- Help the student locate resource materials.
- Provide information about roles of district personnel.

Discuss your district's policies and procedures.  
Help the student teacher become aware of different learning styles.  
Help the student teacher learn how to self-evaluate lessons, skills, etc.  
Provide general information about the field of professional education.  
Provide CONSTANT feedback.



### Suggested Phase-In Schedule

*This is a suggested phase-in schedule that should be helpful to both student teacher and Cooperating Teacher. Read through this schedule carefully. (This schedule is adapted from University of Arizona's Guidelines for Student Teaching.) Remember, these are only **SUGGESTED** timelines. Your schedule may be slightly different.*

#### Phase I – Observation and assisting teaching (recommend 1 week)

Observe classes, learn students' names, and assist with class management and student practice activities. Assist the cooperating teacher during lessons/classes by helping with individual students, assisting setup/management, and/or helping demonstrate tasks.

#### Phase II – Planning & Teaching Part of Lessons (recommend 1 week)

Begin assuming a leadership role in some aspect of the lesson for classes as appropriate. Begin teaching the skill instruction phase of the lesson for at least one class (may use cooperating teacher's lesson plans) and/or leading instant activities. The student teacher might plan certain activities and teach those within a lesson or teach parts or entire lessons as planned by the cooperating teacher. Students should approach teaching the whole class period for 1-2 classes as the week progresses.

#### Phase III – Preliminary Teaching (recommend 1-2 weeks)

Student teacher begins to plan and teach 1-2 classes a day throughout the week, adding additional classes the second week or as deemed appropriate by the student teacher, cooperating teacher and university supervisor. It is suggested that cooperating teachers teach using the same lesson plan that was developed cooperatively.

#### Phase IV – Teaching (recommend 3-5 weeks)

Student teacher plans and teaches all lessons including assessment and all teaching responsibilities. The cooperating teacher should review all lesson plans and provide support and feedback to the student teacher regarding teaching and school duties. **Your cooperating teacher midpoint evaluation is due during this phase.**

#### Phase V – Phasing Out (recommended the last week)

The cooperating teacher may begin to take over primary teaching duties during this phase.

**Minimum experiences by the end of each 8 week placement:**

1. Planning & Teaching: Lesson plans for every lesson taught during Phase III (preliminary teaching) and Phase IV (teaching). Student teachers should have planned:
  - Secondary Teaching – Approximately 60 lessons (depending on schedule during 4 – 6 weeks of preliminary teaching and teaching)
  - Elementary Teaching – Approximately 40 lessons (e.g. 8 lesson plans/week for 5 weeks including grade level modifications).
  - These materials will be maintained in a “Teaching Resource Binder”. Specific guidelines are found later in this handbook for your information.
2. Unit Plan (Secondary only): Developed and taught one unit (secondary placement)
3. Scope & Sequence (Elementary only): Developed and taught every lesson in a scope and sequence. If you prefer your students develop a mini unit plan for grades 5 or 6, please let them know.
4. Evaluation/Assessment: Evaluated students both formally and informally during/after unit and in other classes as appropriate.

## **Requirements & Assignments**

**Following are descriptions of all assignments your student teacher is expected to complete by the end of the student teaching experience. The student teacher is expected to:**

- **Arrive on time and perform all expected duties**
- **Maintain a teaching notebook that includes a block plan or scope & sequence for the entire time spent at your school, all lesson plans taught, and a daily schedule.**
- **Develop either a unit plan (health or pe), or a scope & sequence.**
- **Phone call assignment: During the entire student teaching experience, students are required to make at least 4 phone calls to student homes for positive reasons.**

## **Requirements and Assignments Checklist**

Use this checklist to keep track of your requirements and assignments during the student teaching experience. Refer to specific assignment criteria in the student teaching handbook for more detail.

### **Elementary Placement**

- Resource Notebook
  - Schedule
  - Scope & Sequence Block Plan
  - Lesson Plans for every lesson taught part or whole
  - Written reflections/comments on plans
- Scope & Sequence for 1 grade (polished for portfolio)
- Midpoint Self-Evaluation and Coop Evaluation (5<sup>th</sup> Week)
- Final self-evaluation and Coop evaluation, Midpoint/Final Supervisor Evaluation

### **Secondary Placement**

- Resource Notebook
  - Schedule
  - Block Plan for school day
  - Lesson Plans for every lesson taught part or whole
  - Written reflections/comments on plans
- Unit Plan for 1 grade (polished for portfolio)
- Midpoint Self-Evaluation and Coop Evaluation (5<sup>th</sup> Week)
- Final self-evaluation and Coop evaluation, Midpoint/Final Supervisor Evaluation

### **Semester Long Requirements**

- Portfolio
  - Philosophy
  - Resume (include student teaching experience)
  - Honors, Awards, Test Results
  - Class Handouts (Informational, not tests...e.g., map of local bike trails)
  - Sample Tests/Assessments – clean, one for each standard summarized.
  - Sample Grade Book without student names
  - Student Work Samples
  - Pictures
- Assessment Evaluation Form
- Positive Phone Call 1
- Positive Phone Call 2
- Positive Phone Call 3
- Positive Phone Call 4

## Teaching Resource Notebook

You are required to maintain a Teaching Binder that contains materials, resources and lesson/block plans for your current placement. This is a “Working” binder, one that you should have with you at all times and that will be presented to your university supervisor when they arrive at your school.

The following information should be included in the Teaching Binder. Please use clearly labeled index dividers for each section.

- Student Teacher Name on the outside cover of the binder
- **Section 1:**  
Daily schedule, taped or written on the inside cover of the binder
- **Section 2:**  
Block plan and/or scope and sequence for days you are at the school. Indicate for each class whether you:
  - O – Observed
  - A – Assisted, but did not develop any part of the lesson plan.
  - TP – Taught part of the lesson, lesson plan for your part is required.
  - TW – Taught whole lesson. Lesson plan is required.

Consult the student teaching Web site for a blank block plan/scope & sequence, or format one yourself using the template on the next page. At the elementary school, you may need one sheet for each week, and at the high school, you may need one sheet for each class. Please clearly indicate what class/grade and day each block refers to.

- **Section 3:** Subdivide by grade level or course lessons.  
Lesson plans – **all lessons taught** shall be included in chronological order with the most recent lesson on top. Lesson plans must include;
  - Measurable objectives
  - Objectives written to National Standards
  - Streamlined (clear & succinct)
  - Follow the NAU lesson plan format
  - Handwritten notes on lesson plans should show reflection and modification.
- **Section 4:** Assessments  
Include your assessment evaluation form and one clean copy or a description or reference to assessments given and included on the assessment evaluation form.
- **Section 5:** Evaluations – all evaluations and observation forms from your university supervisor and cooperating teacher should be included. These are for reference when your supervisor visits.  
**Completed Phone Call assignment forms should also be included in this section.**
- **Section 6:** Student teaching handbook



**Please present this notebook to your university supervisor on his/her arrival to the school. The university supervisor will verify whether the information is current, complete, and accurate.**

**Assessment Evaluation Form**

Student Teacher: \_\_\_\_\_ Semester/Year: \_\_\_\_\_

The student teacher is expected to conduct formal assessments of students throughout the student teaching experience. The results of assessments must also be communicated to students. This form is used to document formal assessments conducted with students at elementary and/or secondary schools. **Attach appropriate documentation** (e.g. lesson plan, completed student exit slips, pre/post test scores etc.).

**The following are required to be completed by the end of the student teaching experience:**

- 1. Formally assess and document the GLSP of students from at least one class. The GLSP for one skill for each student in the class must be assessed and recorded. Make sure to describe the means used to assess GLSP.**

Standard: \_\_\_\_\_ Unit topic or Skill theme: \_\_\_\_\_ Grade: \_\_\_\_\_ Date(s): \_\_\_\_\_

Brief description of assessment: \_\_\_\_\_

Appropriate documentation attached:

- 2. Conduct three pre/post assessments documenting student scores prior to and following an instructional unit or scope & sequence. Each assessment must address a different National PE Standard.**

Standard: \_\_\_\_\_ Unit topic or Skill theme: \_\_\_\_\_ Grade: \_\_\_\_\_ Date(s): \_\_\_\_\_

Brief description of assessment: \_\_\_\_\_

Pre/Post tests attached:

Standard: \_\_\_\_\_ Unit topic or Skill theme: \_\_\_\_\_ Grade: \_\_\_\_\_ Date(s): \_\_\_\_\_

Brief description of assessment: \_\_\_\_\_

Pre/Post tests attached:

Standard: \_\_\_\_\_ Unit topic or Skill theme: \_\_\_\_\_ Grade: \_\_\_\_\_ Date(s): \_\_\_\_\_

Brief description of assessment: \_\_\_\_\_

Pre/Post tests attached:

- 3. Conduct three pre/post assessments documenting student scores prior to and following an instructional unit or scope & sequence. Each assessment must address a different National Health Education Standard (or an additional 3 PE standards).**

Standard: \_\_\_\_\_ Unit topic or Skill theme: \_\_\_\_\_ Grade: \_\_\_\_\_ Date(s): \_\_\_\_\_

Brief description of assessment: \_\_\_\_\_

Pre/Post tests attached:

Standard: \_\_\_\_\_ Unit topic or Skill theme: \_\_\_\_\_ Grade: \_\_\_\_\_ Date(s): \_\_\_\_\_

Brief description of assessment: \_\_\_\_\_

Pre/Post tests attached:

Standard: \_\_\_\_\_ Unit topic or Skill theme: \_\_\_\_\_ Grade: \_\_\_\_\_ Date(s): \_\_\_\_\_

Brief description of assessment: \_\_\_\_\_

Pre/Post tests attached:

- 4. Compile formal assessments (for example, those described above) used to determine student grade for unit or GLSP for skill themes. Attach a summary grade sheet that displays all of the information on the sample below.**

Class:	Grade:		School:		Unit:		
Student	St#1 – 2/3/04	St#1 – 2/3/04	St#2 – 2/6/04	St#5 – 2/14/04	St#4-2/21/04	Points	Final Grade
Evan	3	5	5	5	4	22	(88%) B+
Torrey	5	5	absent	3	3	16	(64%) incomplete
Possible	5	5	5	5	5	25	(100%) A

**Northern Arizona University**  
**Student Teaching in Health Promotion**  
**Summary of Formal Assessments**

Student Teacher: Bubba Bear - Sample Semester/Year: Spring 2005

The student teacher is expected to conduct formal assessments of students throughout the student teaching experience. The results of assessments must also be communicated to students. This form is used to document formal assessments conducted with students at elementary and/or secondary schools. **Attach appropriate documentation** (e.g. lesson plan, completed student exit slips, pre/post test scores etc.).

**The following are required to be completed by the end of the student teaching experience:**

- 5. Formally assess and document the GLSP of students from at least one class. The GLSP for one skill for each student in the class must be assessed and recorded. Make sure to describe the means used to assess GLSP.**

Standard: 1 Unit topic or Skill theme: Dribble with hands Grade: 3rd Date(s): 1/21/05

Brief description of assessment:

Dribbling lesson, used octopus dribble. See dribbling lesson #2 for specific rubric and task description.

Appropriate documentation attached:

- 6. Conduct three pre/post assessments documenting student scores prior to and following an instructional unit or scope & sequence. Each assessment must address a different National PE Standard.**

Standard: 2 Unit topic or Skill theme: Throwing Grade: 4 Date(s): 2/21/05

Brief description of assessment: During set induction and closure, conducted check 4 understanding regarding elbow position when throwing. This helped ID the most appropriate cue for that class/lesson.

Pre/Post tests attached:

Standard: 2 Unit topic or Skill theme: Personal Fitness – calculate target HR Grade: 9 Date(s): 3/21/05

Brief description of assessment: Check chapter 7, lesson plan 1 for pretest. Following unit, students calculated HR max, and target zone.

Pre/Post tests attached:

Standard: 4 Unit topic or Skill theme: Fitness test - pacer Grade: 5 Date(s): 3/12/05

Brief description of assessment: Copied pretest scores from pacer test coop conducted first week of school. Retested pacer end of 7<sup>th</sup> week. See lesson 14 of 5<sup>th</sup> grade PE.

Pre/Post tests attached:

- 7. Conduct three pre/post assessments documenting student scores prior to and following an instructional unit or scope & sequence. Each assessment must address a different National Health Education Standard (or an additional 3 PE standards).**

Standard: 2 Unit topic or Skill theme: Educational Gymnastics/MC Grade: 1 Date(s): 3/10/05

Brief description of assessment: Beginning of 1<sup>st</sup> lesson, had students circle picture of twisted shape, repeated assessment after 2<sup>nd</sup> lesson.

Pre/Post tests attached:

Standard: 5 Unit topic or Skill theme: Flag Football Grade: 7 Date(s): 4/10/05

Brief description of assessment: First day of unit, assessed student's general behavior by Hellison's levels in a stations lesson. Repeated lesson and assessment on last day of unit.

Pre/Post tests attached:

Standard: 3 Unit topic or Skill theme: Volleyball Grade: 8 Date(s): \_\_\_\_\_

Brief description of assessment: Students completed an after school questionnaire on 1<sup>st</sup> day of unit that included volleyball specifically, and other activities they do. Repeated on last day of unit.

Pre/Post tests attached:

- 8. Compile formal assessments (for example, those described above) used to determine student grade for unit or GLSP for skill themes. Attach a summary grade sheet that displays all of the information on the sample below.**

Class:	Grade:		School:		Unit:		
Student	St#1 – 2/3/04	St#1 – 2/3/04	St#2 – 2/6/04	St#5 – 2/14/04	St#4-2/21/04	Points	Final Grade
Evan	3	5	5	5	4	22	(88%) B+

### Block Plan Guidelines

Within the first week of each placement, you need to meet with your cooperating teacher to discuss what units (secondary) or skill themes (elementary) will be covered during your time at that school. Some of this may not be possible, however, do your best to get as much as you can done early to aid in your planning. Some specific guidelines are:

- Include the unit or skill theme/movement concept
- Outline the general lesson purpose/focus for each day...these may change, so keep up with these.
- Identify grade level
- Identify specific class (period for secondary schools, classroom teachers for elementary schools)
- Write what your role will be on specific days. For example, whether you will be observing, assisting, teaching part, or teaching whole lessons.
- Block plan content should be written in pencil so it is easy to change/update
- If you are sick or absent for any reason, indicate that you were sick or absent on your block plan

<b>Week: <u>1</u></b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
1 <sup>st</sup> – 7:40 – 9:00					
2 <sup>nd</sup> – 9:10 – 10:30					
10:40 – 11:40	Lunch	Lunch	Lunch	Lunch	Lunch





**Block Plan and Scope & Sequence Template**

<b>Dates:</b>	<b>Friday</b>						
	<b>Thursday</b>						
	<b>Wednesday</b>						
	<b>Tuesday</b>						
	<b>Monday</b>						
	<b>Day/Period/Grade</b>						

**You must mark on each class whether you O-Observed, A – Assisted, TP – Taught Part, or TW – Taught whole lesson.**

**Sample Elementary Block Plan**

<b>Day/Period/Grade</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
1 <sup>st</sup> period 8:45 - 9:15	Smith 1 <sup>st</sup> Protocols Observed	Jones 1 <sup>st</sup> Protocols Observed	Carson 1 <sup>st</sup> Protocols Observed	Duke 2 <sup>nd</sup> Protocols Observed	Larson 3 <sup>rd</sup> Protocols Observed
2 <sup>nd</sup> 9:15 - 9:45	Miller 4 <sup>th</sup> Protocols 1 A		Miller 4 <sup>th</sup> Protocols 2 A	Miller 4 <sup>th</sup> Protocols 2 A	
3 <sup>rd</sup> 9:45 - 10:15	Fennell 6 <sup>th</sup> Strike LHI 1 TP			Fennell 6 <sup>th</sup> Strike LHI 2 TP	
4 <sup>th</sup> 10:30 - 11:00	Coffee 6 <sup>th</sup> Strike LHI 1 TP			Coffee 6 <sup>th</sup> Strike LHI 2 TP	
5 <sup>th</sup> 11:00 - 11:30	Kim 6 <sup>th</sup> Strike LHI 1 TP			Kim 6 <sup>th</sup> Strike LHI 2 TP	
6 <sup>th</sup> 12:30 - 1:00	Brines 6 <sup>th</sup> Strike LHI 1 TW			Brines 6 <sup>th</sup> Strike LHI 2 TW	
7 <sup>th</sup> 1:00 - 1:30	Chico 5 <sup>th</sup> Strike LHI 1 TW			Chico 5 <sup>th</sup> Strike LHI 2 TW	
8 <sup>th</sup> 1:30 - 2:00	PREP			PREP	

**You must mark on each class whether you O-Observed, A – Assisted, TP – Taught Part, or TW – Taught whole lesson.**

**Sample Secondary Block Plan**

<b>Week: August 30 - September 3 (Week 1)</b>						
<b>Day/Period/Grade</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	
1 <sup>st</sup> period 7:45 - 8:40 Freshman HPE	Introduction, locker room, protocols	Introduction, locker room, protocols	Fitness testing - tests 1-3 for baseline	Fitness Testing tests 4-6 for baseline	Fitness test make-up, in classroom intro to personal fitness	
2 <sup>nd</sup> Period 8:45 - 9:40 Freshman HPE	Introduction, locker room, protocols	Introduction, locker room, protocols	Fitness testing - tests 1-3 for baseline	Fitness Testing tests 4-6 for baseline	Fitness test make-up, in classroom intro to personal fitness	
3 <sup>rd</sup> Period 10:00 - 10:55 Prep	Prep	Prep	Prep	Prep	Prep	
4 <sup>th</sup> period 11:00 - 11:55 Aerobic Dance	Introduction, locker room, protocols	Introduction, locker room, protocols				
5 <sup>th</sup> Period 1:00 - 1:55 Freshman HPE	Introduction, locker room, protocols	Introduction, locker room, protocols	Fitness testing - tests 1-3 for baseline	Fitness Testing tests 4-6 for baseline	Fitness test make-up, in classroom intro to personal fitness	
6 <sup>th</sup> period 2:00 - 2:55 Outdoor Recreation	Introduction, locker room, protocols	Introduction, locker room, protocols				

You must mark on each class whether you O-Observed, A – Assisted, TP – Taught Part, or TW – Taught whole lesson.

### **Student Phone Call Assignment**

During this semester, you must phone four different students homes on different occasions. The phone call home must be discussed with your coop before dialing, and must be to report **positive behavior/performance** during your class. For each phone call, create a log that documents the following:

1. What prompted the call?
2. Who answered the phone?
3. Who did you talk with?
4. What was this person's reaction?
5. How much time did the phone call take, beginning at the time you looked up the phone number and ending when you hung up the phone?

After you see the student in class the next time, address the following questions:

6. How did the student behave the next day in class?
7. Do you think it was worth it? Explain.
8. Any other comments...

**IMPORTANT: You need to talk with your coop before calling anyone about what you are going to say and whether they think you should call. You are also not allowed to call about bad behavior.**

**IF YOUR COOP DOES NOT WANT YOU TO CALL ANY STUDENTS, YOU ARE NOT RESPONSIBLE FOR THIS ASSIGNMENT. LET ME KNOW IF THIS IS THE CASE.**

Use the following form for each phone call you make to students. Copies can be printed from the NAU Student Teaching Website. **Put completed phone call logs in your teaching resource binder.**

### Student Teaching Portfolio Guidelines

You will develop a portfolio that showcases your best work following the criteria and guidelines below.

**Student Name:** \_\_\_\_\_ **Semester:** \_\_\_\_\_

**Evaluator:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Section	Grading Criteria	Criteria Met
<b>1. Title Page/Spine Title of 3-Ring Binder</b>	Title, your name, dates of ST, picture or clip art, NAU Program name, 2" spine binder with clear plastic cover on front and spine, easy to read, neat	<input type="checkbox"/>
<b>2. Inside Title Page</b>	Present, same info as 1	<input type="checkbox"/>
<b>3. Table of Contents</b>	Present, accurate, easy to read, neat, identifies sections of portfolio in correct order	<input type="checkbox"/>
<b>4. Introduction</b>	One page or less, describes portfolio contents, dates for each school, school names, signed and dated by you.	<input type="checkbox"/>
<b>5. Philosophy</b>	No more than 2 pages, double spaced, no grammar/spelling errors, includes goal statement and specific strategies you will use to accomplish goal/philosophy.	<input type="checkbox"/>
<b>6. Resume</b>	Present, one page single sided resume, accurate, white paper, no grammar/spelling errors, highlights relevant teaching experiences	<input type="checkbox"/>
7. Honors, Awards, Test Results	No more than 5 present, AEPA results, Deans List letters (no more than 2), nicely presented and mounted, copy of fingerprint card, other. Explanation statement included.	<input type="checkbox"/>
8. Student Teaching Final Evaluations	No more than 2 present, only FINAL evals, explanation statement included	<input type="checkbox"/>
9. Class Handouts (Informational-not tests)	No more than 2 present, blank, explanation statement included. These should be handouts not included in your unit plans.	<input type="checkbox"/>
<b>10. Tests &amp; Assessments</b>	Provide specific examples of tests and/or assessments for: <ul style="list-style-type: none"> <li>• Students GLSP</li> <li>• National standards #1-7</li> <li>• 1 summative assessment.</li> </ul> Explanation statement included for each assessment, should be clean, un-used copies.	<input type="checkbox"/>
11. Student Records	Provide a copy of student records for 1 class, and include summative data to determine grades or skill assessment reports. Include an example of any reports for 1 class. <b>Strike out or delete student names so they cannot be identified.</b> Explanation statement included	<input type="checkbox"/>
12. Student Work Samples	No more than 4 pages (front & back=1 page), at least one elementary and one secondary, neatly presented, explanation statement included	<input type="checkbox"/>
13. High School Unit Plan	One present, designed and taught by you during student teaching. Can be PE or Health. Follow the NAU Unit Plan Guidelines. Lesson plans must follow the NAU lesson plan format. Explanation statement included.	<input type="checkbox"/>

14. Elementary Scope & Sequence	Present for one grade, includes all lesson plans designed and taught by you during student teaching. Follow the NAU S&S Guidelines. Mini-unit for elementary school can be substituted. Lesson plans must follow the NAU lesson plan format. Explanation statement included.	<input type="checkbox"/>
15. *Picture Gallery	No more than 5 pages (front and back = one page), captions present, neatly presented, explanation statement included. (Must include: school, you teaching, you and coop, bulletin board)	<input type="checkbox"/>
16. Your Choice Section: <i>Possibilities:</i> Misc., Thank You's, Coaching, PE Documents, NAU PE stuff, other	No more than 4 pages (front & back = one page), neatly presented, explanation statement included.	<input type="checkbox"/>
17. Overall Presentation, Organization, and Neatness of Portfolio	Portfolio is neatly organized and presented using attractive colors and design, Section explanations are presented where indicated, Clip art is used on the section title pages, 2" binder or less, Tabs are visible and are typed on both sides, no extraneous materials found in binder pockets or protruding at the top or bottom of binder, page protectors used for all pages and index dividers are of same type, binder/page protectors present at front and back of portfolio, free of spelling and grammar errors.	<input type="checkbox"/>

**Explanation Statements:** Describe the contents of the section so that someone who is viewing your portfolio that is unfamiliar with teaching health & physical education will understand what is in the section. Be brief and clear, yet include information such as who, where, and what is presented.

\* On the due date of the portfolio, portions of (or the entire section) are allowed to be “empty”. To get full credit you need to **type** a sheet of paper indicating this area is awaiting information that you will include in the portfolio upon receipt of the material. This typed sheet has to be in a plastic protector sheet.

**Bold Section Numbers and descriptions – (#’s 1 - 6))** are due in **DRAFT** form on date noted on student teaching calendar.

See examples of explanation statements, philosophy, resume, and introduction on the student teaching website:  
<http://jan.ucc.nau.edu/~sep28/Palmer/hpestudentteaching/>

# Teaching Evaluation Forms

**The teaching evaluation form is to be completed at the midpoint and again at the end of the student teaching experience.**

**Your feedback is tremendously helpful to the student teacher, especially checking in on requirements throughout the student teaching experience using these forms.**



**Student Teacher Observation Form**

Student Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_ Cooperating Teacher: \_\_\_\_\_

Approximate Time of Visit: \_\_\_\_\_ Classes Observed: \_\_\_\_\_

**Creating and Maintaining a Positive Learning Environment**

- Effective grouping strategies
- Equipment prepared
- Accommodate for differences among learners
- Start/stop signals
- Classroom Management
- Protocols/Routines reinforced
- Personal and social responsibility taught
- Students are on task

**Implementing & Managing Instruction**

- Selects appropriate content
- Specific congruent feedback
- Extensions used
- Non-direct instruction used
- 50% activity time
- Content supports objectives
- Instruct & demos concise and clear
- Lesson adjusted to enhance learning
- Check for understanding

**Designing and Planning Instruction**

- Lesson plan
- Plan based on standards
- Based on student's skills, knowledge and attitudes
- Clear /measurable objectives
- Assessment strategy in plan
- Extensions included in plan
- Content is developmentally appropriate

**Demonstrates Professional Conduct**

- Receptive to suggestions, makes adjustments
- Prepared
- Respectful
- Use student names
- Positive rapport with students
- Responds to student needs
- Professional Attire
- Student Teaching Notebook current
- Role Model
- Enthusiasm and a positive attitude
- Demonstrates initiative
- Voice projection and inflection
- High student expectations

**Summarize student's strengths:**

**Areas that need improvement/Goals for next observation:**

**Student Teacher Signature:** \_\_\_\_\_

**University Supervisor Signature:** \_\_\_\_\_

**Cooperating Teacher Signature:** \_\_\_\_\_



**Student's Use of Time Coding Form**

Teacher: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Topic: \_\_\_\_\_

Grade: \_\_\_\_\_

Date: \_\_\_\_\_

# of Students: \_\_\_\_\_

*Time analysis codes:* Decision is based on what 51% of the observed students are doing at the time.

M = Management	Time when <i>most</i> students (over 50%) are not receiving instruction or involved in lesson activity (e.g., changing activities, getting out or putting away equipment, listening to behavior rules or reminder).
A = Activity	Time when most students (over 50%) are involved in physical movement (e.g., catching a ball, throwing at a target, running).
I - Instruction	Time when most students (over 50%) are receiving information about how to move or perform a skill (e.g., how to move using all the space, watching a demonstration, listening to instructions).
W = Waiting	Time when most students (over 50%) are <i>not</i> involved in the other categories (e.g., group activity but only one or two are participating, waiting for a turn, off-task behavior, waiting for the teacher to give directions).

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30

Percent of M time =	÷	=	%
TOTAL M seconds	÷	=	%
TOTAL LESSON seconds			
Percent of A time =	÷	=	%
TOTAL A seconds	÷	=	%
TOTAL LESSON seconds			
Percent of I time =	÷	=	%
TOTAL I seconds	÷	=	%
TOTAL LESSON seconds			
Percent of W time =	÷	=	%
TOTAL W seconds	÷	=	%
TOTAL LESSON seconds			

### Teaching Evaluation Rubric

Following is a rubric to guide grading and feedback of the student teacher during their midpoint and final evaluations. Please remember that the marks given are indications of the student teacher's strengths and weaknesses. This feedback is intended to help the student teacher further develop their skills in order to be successful from the first day of a new teaching job.

4 - Excellent	<p>The student teacher demonstrates mastery of the particular teaching component at all times while at school. The student teacher displays this skill even at times when unexpected things happen, and while thinking on his/her feet.</p> <p><b>An “excellent” mark indicates students have surpassed the expectations of a Northern Arizona University student teacher after completion of the entire student teaching experience.</b></p>
3 - Good	<p>The student teacher meets all expectations for this particular teaching component. The student teacher is clearly capable of this teaching component, and is able to work on other teaching skills without having to concentrate on this particular teaching component.</p> <p><b>A “good” mark indicates performance is on par with the expectations of a Northern Arizona University student teacher after the first ½ of the student teaching experience.</b></p>
2 – Making Progress	<p>The student teacher is making progress in the particular category. When concentrating on this particular teaching skill or component, the student teacher is frequently successful, however, the skill does not occur naturally at this time.</p> <p><b>A “making progress” mark suggests the cooperating teacher, university supervisor, and/or student teacher have identified and are focusing on improving a specific skill or component and the student teacher is making efforts to improve the particular skill.</b></p>
1 – Needs Work	<p>The student teacher does not demonstrate an understanding of this particular teaching component even following discussion with the cooperating teacher and/or university supervisor. Performance is not consistent with appropriate physical education teaching practices.</p> <p><b>A “Needs Work” mark suggests these specific teaching components have been discussed, however, the student teacher has not made much effort or demonstrated progress towards improving the skill or teaching component.</b></p>
N - Not Observed	This teaching component was not observed.

### Student Teaching Evaluation Form

Student Teacher: \_\_\_\_\_ SS#: \_\_\_\_\_ Date: \_\_\_\_\_

Completed by: <input type="checkbox"/> Cooperating Teacher <input type="checkbox"/> Supervisor <input type="checkbox"/> Student Teacher	Evaluation: <input type="checkbox"/> Midpoint <input type="checkbox"/> Final	Placement: <input type="checkbox"/> Elementary <input type="checkbox"/> Secondary	School: _____  Coop: _____	Semester: <input type="checkbox"/> Fall <input type="checkbox"/> Spring  Year: _____
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<b>Designing and Planning Instruction</b>						4 - Excellent					3-Good					2-Making Progress					1-Needs Work					N-Not Observed									
Item	4	3	2	1	N	Item	4	3	2	1	N	Item	4	3	2	1	N	Item	4	3	2	1	N	Item	4	3	2	1	N						
Has a typed complete lesson plan ready at the start of each class taught						Includes method(s) to assess whether learning objectives were met (e.g. check 4 understanding, observation methods on plan)						Based on National Physical Education/Health Education Standard(s)						Extensions included in plan to accommodate differences among learners						Based on accurate assessment of students' prior knowledge/skills						Includes age and developmentally appropriate tasks & activities					
Objectives are clear, specific and measurable & include cues																																			

<b>Creating and Maintaining a Positive Learning Environment</b>						4					3					2					1					N									
Item	4	3	2	1	N	Item	4	3	2	1	N	Item	4	3	2	1	N	Item	4	3	2	1	N	Item	4	3	2	1	N						
Ensure students work with a variety of classmates through effective grouping strategies						Effective management of discipline problems (proximity control, person-to-person dialogue, time-outs, back to wall etc.)						Equipment was appropriately prepared before the lesson						Class rules, expectations, and routines established and reinforced						The student teacher accommodated for differences among learners (skill, gender, culture)						The lesson provided opportunities for students to develop personal and social responsibility					
The student teacher effectively used start/stop signals																																			

<b>Implementing &amp; Managing Instruction</b>						4					3					2					1					N									
Item	4	3	2	1	N	Item	4	3	2	1	N	Item	4	3	2	1	N	Item	4	3	2	1	N	Item	4	3	2	1	N						
Selects most appropriate tasks, extensions, & cues from lesson plan to facilitate student success						At least 50% of the students were physically active for at least 50% of the lesson time						The student teacher used feedback specific to skill cues (specific congruent)						Tasks and activities provide opportunity for students to meet objectives						Extensions that accommodate differences in skill levels were implemented						Instructions and demonstrations were concise and clear					
Teaching strategies other than direct instruction were implemented																																			

<b>Demonstrates Professional Conduct</b>						4					3					2					1					N									
Item	4	3	2	1	N	Item	4	3	2	1	N	Item	4	3	2	1	N	Item	4	3	2	1	N	Item	4	3	2	1	N						
Accepts constructive criticism in a professional manner and makes adjustments						Dresses in a professional manner						Prepared to fulfill responsibilities of the day well before school day starts						Student Teaching Notebook current and complete						Addresses teachers, administrators, and university supervisor with respect						Serves as a role model for health, personal fitness, and enjoyment of physical activity participation					
Use student names (asks when doesn't know)																																			

<b>Demonstrates Content Knowledge</b>						4					3					2					1					N							
Item	4	3	2	1	N	Item	4	3	2	1	N	Item	4	3	2	1	N	Item	4	3	2	1	N	Item	4	3	2	1	N				
Skill Themes, movement concepts						Principles of health-related physical fitness and principles of training						Critical elements and developmental progressions						Team/individual sports, other content (n/a to elementary)															

**Indicate areas of teaching strengths and areas needing improvement (goals):**

Cooperating Teachers Signature \_\_\_\_\_ Date \_\_\_\_\_

University Supervisors Signature \_\_\_\_\_ Date \_\_\_\_\_

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

**Student Note:** By signing this form you are indicating that you have seen the evaluation and that disagreements have been discussed and finalized.