



NORTHERN ARIZONA UNIVERSITY

**DEPARTMENT OF HEALTH SCIENCES
COLLEGE OF EDUCATION**

HEALTH & PHYSICAL EDUCATION STUDENT TEACHER HANDBOOK



The Mission for the Northern Arizona University Teacher Education program is to develop competent and committed professionals who will make positive differences for children, young adults, and others in schools prepare. The vision is to develop educational leaders who create tomorrow's opportunities.

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July 16, 2007

Dear Student Teacher,

It is with great excitement that we welcome you to your student teaching semester in health and physical education at Northern Arizona University. We are sure that you will find this to be a time for learning much about the world of teaching physical education in schools. It is also a time to learn much about your responsibilities, expectations, and rewards as a professional educator.

We are confident that Northern Arizona University's program has prepared you for student teaching. By this time you have acquired much of the necessary content knowledge, teaching skills, and attitudes for being an effective health and physical educator at all grade levels. As you will surely discover, there will still be many other things to learn during this semester, things for which we could not fully prepare you. It will be important that you take the initiative and seek the help of others to meet these new challenges whenever necessary.

The student teaching term is distinctively marked as a period of transition, during which one shifts from thinking and behaving "as a student" to making decisions and carrying them out "as a teacher". At times these decisions will be easy and enjoyable; at other times they come only through dedication and struggle. We are sure you will be able to make this transition successfully.

Even though you will be in new environments during this semester, please do not think of yourself as isolated and without support. In fact, you will have many people to assist you during your student teaching experience. Do not hesitate to ask your cooperating teacher, building administrators, and your university supervisor for advice, clarification, and encouragement as you go along. They are all dedicated to helping you during this important learning experience.

We are all proud of the school Health Sciences program at Northern Arizona University. One source of that pride is the performance of student teachers. Very high standards for student teachers are in place, and we are confident that you will meet these standards during the semester. You should find this term to be busy, exciting, fulfilling, difficult at times, and educational. There is no doubt that you will learn much about yourself as a health and physical educator.

We wish you the best luck and hope you find this experience enjoyable, rewarding, and a positive step toward a career as a physical educator.

Sincerely,
The NAU Faculty of Physical Education and School Health

Requirements & Assignments Checklist

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
- ☐ Lesson Plans for every lesson taught part or whole
- ☐ Written reflections/comments on plans
- ☐ Cooperating Teacher Observation Form – Week 1
- ☐ Cooperating Teacher Observation Form – Week 2
- ☐ Cooperating Teacher Observation Form – Week 3
- ☐ Cooperating Teacher Observation Form – Week 4
- ☐ **Midpoint Self-Evaluation and Coop Evaluation – Week 5**
- ☐ Cooperating Teacher Observation Form – Week 6
- ☐ Cooperating Teacher Observation Form – Week 7
- ☐ **Final self- and Coop evaluation, Midpoint/Final Supervisor Evaluation - Week 8**
- ☐ Scope & Sequence for 1 grade (polished for portfolio)
- ☐ Introductory Letter to Parents/Guardians – **Send it if OK with your coop**

Secondary Placement

Resource Notebook

- ☐ Schedule
- ☐ Block Plan for school day
- ☐ Lesson Plans for every lesson taught part or whole
- ☐ Written reflections/comments on plans
- ☐ Cooperating Teacher Observation Form – Week 1
- ☐ Cooperating Teacher Observation Form – Week 2
- ☐ Cooperating Teacher Observation Form – Week 3
- ☐ Cooperating Teacher Observation Form – Week 4
- ☐ **Midpoint Self-Evaluation and Coop Evaluation – Week 5**
- ☐ Cooperating Teacher Observation Form – Week 6
- ☐ Cooperating Teacher Observation Form – Week 7
- ☐ **Final self- and Coop evaluation, Midpoint/Final Supervisor Evaluation - Week 8**
- ☐ Unit Plan for 1 grade (polished for portfolio)
- ☐ Introductory Letter to Parents/Guardians – **Send it if OK with your coop**

Semester Long Requirements

- ☐ Professional Teaching Portfolio - Electronic
 - ☐ Main Page & Introduction
 - ☐ Philosophy
 - ☐ Resume (include student teaching experience)
 - ☐ Professional Development
 - ☐ Behavior Management
 - ☐ Planning
 - ☐ Assessment & Student Learning
 - ☐ **Showcase Video – Do for either Elementary or Secondary lesson**
 - ☐ Technology
 - ☐ Communication
 - ☐ Picture Gallery

- ☐ Professional Teaching Portfolio - Paper
 - ☐ Binder/organization, introduction
 - ☐ Philosophy
 - ☐ Resume (include student teaching experience)
 - ☐ Letters of Recommendation
 - ☐ Honors, Awards & Test Results
 - ☐ Student Teaching Final Evaluations
 - ☐ Professional Development
 - ☐ Behavior Management
 - ☐ Assessment & Student Learning
 - ☐ Secondary Unit Plan
 - ☐ Elementary Scope & Sequence
 - ☐ Student Work Samples
 - ☐ Picture Gallery

- ☐ **Assessment Evaluation Form**
 - ☐

- ☐ Positive Phone Call 1
- ☐ Positive Phone Call 2
- ☐ Positive Phone Call 3
- ☐ Positive Phone Call 4

Addresses & Contact Information

Coordinator & Supervisors

Coordinator:

Steve Palmer, Ph.D.
209 Rolle Activity Center
Phone: (928) 523-6164
Steve.Palmer@nau.edu
Office Hours : TBA

Supervisors:

Gary Dunagan, M.A.
201 Rolle Activity Center
Phone: (928) 523-2271
Gary.Dunagan@nau.edu
Office Hours : TBA

Ellen Larson, M.S., C.H.E.S.
202 Rolle Activity Center
Phone: (928) 523-6193
Ellen.Larson@nau.edu
Office Hours : TBA

Other Resources

Health Sciences 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/>

Cline Library

P.O. Box 6022

Flagstaff, AZ 86011-6022

Phone: (928) 523-6805

<http://www.nau.edu/cline/>

College of Education

PO Box 5774

Flagstaff, AZ 86011-5774

Phone: (928) 523-2611

Fax: (928) 523-8700

<http://coe.nau.edu/>

NAU Department of Health Sciences

Box 15095

Flagstaff, AZ 86011-5095

Phone: (928) 523-8262

<http://www.nau.edu/hp/dept/hep/index.html>

NAU Career Services

PO Box 4097

Flagstaff, AZ 86011-4097

Phone: (928) 523-3811

Fax: (928) 523-1117

Email: career.services@nau.edu

<http://www4.nau.edu/career/>

PE Central

<http://www.pecentral.org>

NAU Student Unit Plans

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

Student Teacher Contact Information

Student Teacher Contact Information

RJ Reichhard rjr45@nau.edu	240 W. Saunders Dr. # 123 Flagstaff, AZ 86001 480-213-4883	
Mark Wood mdw42@nau.edu	813 W. University Ave. Apt. 911 Flagstaff, AZ 86001 928-913-0071	813 W. University Ave. Apt. 911 Flagstaff, AZ 86001 602-741-6323
Hannah McHugh hmm42@nau.edu		
Edwinna Sandoval ems@nau.edu	613 Campuis Heights Flagstaff, AZ 86001 928-255-7375	PO Box 212 Sanders, AZ 865112 928-688-3557
Christina Loyash Christina.Loyash@nau.edu	520-548-9224	4651 N. Warner Terrace
Brody Sinack bls68@nau.edu	730 E. Zuni Drive Flagstaff, AZ 86001 315-719-4111	730 E. Zuni Drive Flagstaff, AZ 86001 315-719-4111
Brenda Garcia ba74@nau.edu	630 Campus Heights Flagstaff, AZ 86001 928-607-5231	51 S. White Mountain Rd. Show Low, AZ 85901 928-537-1282
Aaron Howard alh228@nau.edu		

Student Teacher Placements

RJ Reichhard 240 W. Saunders Dr. # 123 Flagstaff, AZ 86001 rjr45@nau.edu 480-213-4883 Supervisor: Steve Palmer		1st 8 Weeks	2nd 8 Weeks
	School	Mount Elden MS	Christensen ES
	Cooperating Teacher	Linda Theriault	Jana Fix
	Address	Flagstaff Unified School District 3223 N. 4th St. Flagstaff, AZ 86004 Principal: Roger Hill	Flagstaff Unified School District 4000 N. Cummings St. Flagstaff, AZ 86004 Principal: Savino Ontiveros
	Phone	(928) 773-8250	928-773-4140

Mark Wood 813 W. University Ave. Apt. 911 Flagstaff, AZ 86001 mdw42@nau.edu 928-913-0071 Supervisor: Gary Dunagan		1st 8 Weeks	2nd 8 Weeks
	School	Mount Elden MS	Thomas ES
	Cooperating Teacher	Donald Penny	Jan Luxton
	Address	Flagstaff Unified School District 3223 N. 4th St. Flagstaff, AZ 86004 Principal: Roger Hill	Flagstaff Unified School District 3330 E. Lockett Dr. Flagstaff, AZ 86004 Principal: Tom Ziegler
	Phone	(928) 773-8250	928-773-4110

Hannah McHugh hmm42@nau.edu Supervisor: Ellen Larson		1st 8 Weeks	2nd 8 Weeks
	School	Mount Elden MS	Killip ES
	Cooperating Teacher	Tari Popham	Maureen Landrith
	Address	Flagstaff Unified School District 3223 N. 4th St. Flagstaff, AZ 86004 Principal: Roger Hill	Flagstaff Unified School District 2300 E. 6th Avenue Flagstaff, AZ 86004 Principal: Joe Gutierrez
	Phone	(928) 773-8250	928-773-4080

Edwinna Sandoval 613 Campuis Heights Flagstaff, AZ 86001 ems@nau.edu 928-255-7375 Supervisor: Ellen Larson		1st 8 Weeks	2nd 8 Weeks
	School	Thomas ES	Sinagua HS
	Cooperating Teacher	Jan Luxton	Rich Contreras
	Address	Flagstaff Unified School District 3330 E. Lockett Dr. Flagstaff, AZ 86004 Principal: Tom Ziegler	Flagstaff Unified School District 3950 Butler Ave. Flagstaff, AZ 86004 Principal: Ute Salisbury
	Phone	928-773-4110	928-527-5500

Christina Loyash Christina.Loyash@nau.edu 520-548-9224 Supervisor: Ellen Larson		1st 8 Weeks	2nd 8 Weeks
	School	Christensen ES	Mount Elden MS
	Cooperating Teacher	Jana Fix	Tari Popham
	Address	Flagstaff Unified School District 4000 N. Cummings St. Flagstaff, AZ 86004 Principal: Savino Ontiveros	Flagstaff Unified School District 3223 N. 4th St. Flagstaff, AZ 86004 Principal: Roger Hill
	Phone	928-773-4140	(928) 773-8250

Brody Sinack 730 E. Zuni Drive Flagstaff, AZ 86001 bls68@nau.edu 315-719-4111 Supervisor: Gary Dunagan		1st 8 Weeks	2nd 8 Weeks
	School	Coconino HS	DeMiguel School
	Cooperating Teacher	Jim McNeese	Julie Elliott
	Address	Flagstaff Unified School District 2801 N. Izabel Flagstaff, AZ 86004 Principal: David Roth	Flagstaff Unified School District 3500 South Gillenwater Drive Flagstaff, AZ 86001 Principal: Bill McCamley
	Phone	928-773-8200	(928) 773-4000

Brenda Garcia 630 Campus Heights Flagstaff, AZ 86001 ba74@nau.edu 928-607-5231 Supervisor: Ellen Larson		1st 8 Weeks	2nd 8 Weeks
	School	Killip ES	Coconino HS
	Cooperating Teacher	Maureen Landrith	Kerry Kriesel
	Address	Flagstaff Unified School District 2300 E. 6th Avenue Flagstaff, AZ 86004 Principal: Joe Gutierrez	Flagstaff Unified School District 2801 N. Izabel Flagstaff, AZ 86004 Principal: David Roth
	Phone	928-773-4080	928-773-8200

Aaron Howard alh228@nau.edu Supervisor: Ellen Larson		1st 8 Weeks	2nd 8 Weeks
	School	Sinagua HS	Knoles ES
	Cooperating Teacher	Rich Contreras	Vicki Rawlinson
	Address	Flagstaff Unified School District 3950 Butler Ave. Flagstaff, AZ 86004 Principal: Ute Salisbury	Flagstaff Unified School District 4005 E. Butler Ave Flagstaff, AZ 86004 Principal: Mary Kay Walton
	Phone	928-527-5500	(928) 773-4120

Seminar Dates & Calendar

Fall 2007 Seminar Schedule

<u>Date & Time</u>	<u>Description & Items Due</u>	<u>Location</u>
August 17 3:30 – 6:30 pm	Student Teaching Orientation – Dress in professional interview attire, bring note paper and pen/pencil	HP 319
August 20 Morning	First day at student teaching placement 1	
August 30 5:00 – 8:00	ST Meeting and Spaghetti Feed (working dinner)	Palmer House
September 21	Midpoint Evaluation of 1 st placement (tentative) – Cooperating Teacher midpoint evaluation and student teacher self-evaluation should be completed. Assessments should be added to appropriate form.	
October 12	Last day at first placement (tentative)	
October 12 3:30 – 5:30	<u>Health and Physical Education Midpoint Seminar</u> Switching from first to second placement Required for all HS majors to attend. You are expected to attend school in morning. Bring portfolios and work completed up to this point	HP 319
October 15	First day at 2 nd Placement (tentative)	
November 16	Midpoint Evaluation of 2 nd placement – Cooperating Teacher midpoint evaluation and student teacher self-evaluation should be completed. Assessments should be added to appropriate form (tentative).	
December 8	Last day at 2 nd Placement (tentative) Cooperating Teacher midpoint evaluation and student teacher self-evaluation should be completed (tentative).	
Tues, Dec 11 3:30 – 6:30 pm	<u>End of Year Review & Social</u> All items due (portfolio, 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. <u>Please invite your coop, family and friends!</u>	Rolle Gym
Friday, Dec. 14	<u>SHP Commencement – Walkup Skydome</u> Show up with your cap and gown	

“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

Fall 2007 Student Teaching Calendar

		August						
		Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Week 1 Observe & Assist		05	06	07	08	09	10	11
		12	13	14	15	16 FUSD - Student First Day	17 ST Seminar 1 12:30 - 3:30 CHP 319	18
		19	20	21	22	23	24 Go through observation form with coop	25
		26	27 NAU Semester officially begins	28	29 Your block Plan or Scope & Sequence should be done	30 ST Meeting 5:00 - 7:00 pm Palmer Home	31 Go through observation form with coop	
Week 2 Planning & Teach Part								

September							
	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
							01
Week 3 Plan & teach 1-2 classes/day	02	03 Labor Day Holiday	04 ST Resource Notebook ready for Supervisor by today	05	06	07 Go through observation form with coop	08
Week 4 Teaching - Plan & Teach all lessons and classes	09	10	11	12	13 Working on assessments?	14 Go through observation form with coop	15
Week 5 Teaching - Plan & Teach all lessons and classes	16	17 Bring in your camera, take pictures for your portfolio this week	18	19 Remind coop - midpoint evaluations due Friday	20 E-Portfolio Work Day: (Optional, please let Dr. Palmer know if you cannot attend)	21 Go through midpoint evaluation with your supervisor and coop	22
Week 6 Teaching - Plan & Teach all lessons and classes	23	24	25	26	27 AzAHPERD - Phoenix	28 Go through observation form with coop AzAHPERD	29
Week 7 Teaching - Plan & Teach all lessons and classes	30						

	October						
	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Week 7 Teaching - Plan & Teach all lessons and classes		01 Assessments? Add them to the assessment form	02	03 Contact cooperating teacher at placement #2	04 Remind coop that next week final evaluations are due	05 Go through observation form with coop	06
Week 8 Phase out - Optional, teacher begins taking over	07	08 FUSD Collaboration Day - not a holiday for you!	09 Work on that portfolio	10	11 Get those final evaluations from your coop, go through them	12 Midpoint Seminar 3:30 - 5:30 SHP 319	13
Week 1 Observe & Assist	14	15	16	17	18	19 Go through observation form with coop	20
Week 2 Planning & Teach Part	21	22 First day, second placement	23	24 Working on learning names?	25 Your block Plan or Scope & Sequence should be done	26 Go through observation form with coop	27
Week 3 Plan & teach 1-2 classes/day	28	29 ST Resource Notebook ready for Supervisor by today	30	31			

	November						
	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Week 3 Plan & teach 1-2 classes/day					01 Working on assessments?	02 Go through observation form with coop	03
Week 4 Plan & teach 1-2 classes/day	04	05 ST Resource Notebook ready for Supervisor by today	06	07 Working on assessments?	08 Go through observation form with coop	09 Go through observation form with coop	10
Week 5 Teaching - Plan & Teach all lessons and classes	11	12 Veteran's Day Holiday	13	14 Remind coop - midpoint evaluations due next Friday	15	16 Go through midpoint evaluation with your supervisor and coop	17
Week 6 Teaching - Plan & Teach all lessons and classes	18	19 Assessments? Add them to the assessment form	20	21 FUSD Holiday	22 FUSD Holiday & NAU Holiday	23 FUSD Holiday & NAU Holiday	24
Week 7 Teaching - Plan & Teach all lessons and classes	25	26	27	28	29 Remind coop that next week final evaluations are due	30 Go through observation form with coop	

December							
Sunday		Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
							01
Week 8 Phase out - Optional, teacher begins taking over Week 9 Catch up!	02	03 Polixh your portfolio	05	06	07	08 Get those final evaluations from your coop, go through them	09
	09	10	11 Final ST Seminar Rolle Gym 3:30 Bring portfolio, come to play. Invite coops, family & friends	12	13	14 NAU Commencement - Sky Dome	15
	16	17	18	19	20	21 End FUSD 1st Semester	22
	23	24	25	26	27	28	29

Syllabus

Part I – College of Education

Northern Arizona University
College of Health Professions
Department of Health Sciences
“Preparing education professionals to create the schools of tomorrow”

ECI 495C, Section 7

Student Teaching Capstone Experience in Health & Physical Education

Course #: 5100
Fall 2007
12 Credit Hours

General Information:

- College of Education
- Student Services
- ECI 490C Supervised Teaching: Elementary
- ESE 491 Supervised Teaching: Special Education
- ESE 493 Supervised Teaching: Bilingual Education
- ECI 495C Supervised Teaching: Secondary Part I
- ECI 495C Supervised Teaching: Secondary Part II
- *Syllabus may be provided by content-area university supervisor**
- ECI 595 Internship: Secondary Masters
- ECI 576/ECI 577 Internship: Elementary Masters
- Credits: 8-16 hours
- Instructor: Director of Student Services
- Phone: 928-523-2145
- Office: College of Education, Suite 101

Course Prerequisites/General:

Students must meet all of the following:

1. Must be fully admitted to the Teacher Education Program.
2. Must have a cumulative GPA of 2.50 in all education courses with no grade lower than a “C.”
Out-of-State and DODDS must meet additional requirements.
3. Must have an NAU cumulative GPA of 2.50.
4. Must complete all education courses and all departmental requirements prior to student teaching.
5. All education coursework, with the exception of EDF 200, must not be older than six years at the time of completing student teaching.
6. Must have submitted a completed application packet, two semesters prior to student teaching, meeting the following relevant deadlines:
 Spring Applications: March 21 – April 12
 Fall Applications: September 21 – October 12
7. Must have and be able to show upon request, a Fingerprint Clearance Card issued for DPS.

Failure to meet the prerequisites may result in the student being administratively dropped from the course. Special request letters for exceptions to the prerequisites must have been submitted with the student teaching application.

Course Description:**ECI 490C – Supervised Teaching: Elementary (3-12 credits)**

Directs teaching in the early childhood and elementary grades; directed and cooperative preparation, teaching, and evaluation; conferences and seminars on theories, issues, and practices of effective elementary school instruction. Pass-Fail only.

ESE 491: Supervised Teaching: Special Education (8 – 16 credits)

Directed teaching in special education settings; planning, implementation, and evaluation; conferences and seminars, in theories, issues, and practices. Pass-Fail only.

ECI 493: Supervised Teaching; Bilingual Education (12 credits)

Directed teaching in elementary classrooms meeting and emphasizing bilingual needs; directed evaluation; conferences and seminars in theories, issues, and practices in bilingual classrooms. Pass-Fail only.

ECI 495C: Supervised Teaching: Secondary (12 credits)

Directed teaching in secondary schools and secondary school content areas; directed and cooperative preparation, teaching and evaluation; conferences on the theories, issues and practices in cooperation with the classroom teacher and university supervisor. Pass-Fail only.

ECI 595: Internship: Secondary Masters (12 credits)

Directed teaching in secondary schools and secondary school content areas; directed and cooperative preparation, teaching, and evaluation; conferences on the theories, issues, and practices in cooperation with the classroom teacher and university supervisor. Prerequisite: COE Student Services approval. Pass-Fail only.

ECI 576/577: Internship: Elementary Masters (11/1 credits)

This field experience consists of directed teaching experience in an elementary school with directed and cooperative preparation, teaching and evaluation. Prerequisite: COE Student Services approval. Pass-Fail only.

Student Learning Expectations/Outcomes: (These are informed by the Arizona State Standards for Teachers.)

1. The student teacher will design instruction that develops all students' ability to meet academic standards.
2. The student teacher will create and maintain a learning climate that supports the development of all students' abilities to meet academic standards.
3. The student teacher will implement and manage instruction that develops all students' ability to meet academic standards.
4. The student teacher will assess learning and communicate results to all students, parents and other appropriate professionals with respect to all students' ability to meet academic standards.
5. The student teacher will collaborate with colleagues, parents the community and other appropriate agencies to design, implement and support learning that supports all students' abilities to meet academic standards.
6. The student teacher will review and evaluate his or her overall performance and improve his or her teaching practices through reflection.
7. The student teacher will develop and maintain general academic knowledge as demonstrated by the attainment of a bachelor's degree, as well as specific academic knowledge in his or her subject area.
8. The student teacher will develop and nurture current professional knowledge of the teaching/learning process.

9. In collaboration with other professionals, the student teacher will participate in the design, implementation and assessment of individual education programs. Other objectives may be delineated by the Cooperating Teaching and the university supervisor framed by the dynamic variables that exist in school culture.

Course Structure/Approach:

- On-Site Student Teaching Placement

Textbook and Required Materials:

Handbook for Student Teachers. Available from NAU Bookstore and can also be downloaded from the following URL: <http://www.nau.edu/bookstore>
Each section of student teaching encumbers an \$85.00 fee.

Recommended Resources:

Columbia University

<http://www.tc.columbia.edu/academic/english/steachhb.pdf>

Arizona State University

http://www.ed.asu.edu/coe/pfe/student_teach.html

Texas A&M University

<http://www.coe.tamu.edu/studentteaching/hand.html>

Indiana University - South Bend

<http://www.iusb.edu/~edud/handbook/>

Cornell University

<http://www.clt.cornell.edu/resources/teh/teh.html>

Iowa State University

<http://www.educ.iastate.edu/ci/FieldExperiences/sthandbook/>

Utah State University

<http://www.coe.usu.edu/seced/ofe/handbook99/handbook99.html>

University of Maryland - College Park

<http://www.education.umd.edu/OLE/sthandbook/hbtoc.html>

Grinnell College

<http://web.grinnell.edu/education/EducationDeptSite/StudentHandbook/MainPage.html>

Course Outline:

Recommended Timeline:

Weeks 1-2 Phase I

Weeks 3-7 Phase II

Weeks 8-14 Phase III

Weeks 15-16 Phase IV

Observation of Class

Meet with the Teacher and University Supervisor

Student Teacher takes Partial Responsibility of the Class

Student takes Full Responsibility for the Class

Transfer of the Responsibility from Student Teacher back to Cooperating Teacher

Assessment of Student Learning Outcomes:**Methods of Assessment**

All student teaching experiences in the College of Education are graded only on a Pass/Fail basis. Student teachers are expected to demonstrate their content knowledge, professionalism and teaching skills throughout the student teaching experience. These areas will be directly addressed through the completion of the following required elements:

**Student Teaching Notebook/ Portfolio
Evaluations of Student Teaching
Professional Documentation**

Student Teaching Notebook/Portfolio – The Student Teaching Notebook/Portfolio is intended to help the student document processes related to the transition from student to practitioner and will contain two sections 1) Professional Growth and 2) Professional Development.

The Professional Growth section of the notebook is intended to help the student reflect on their transition experiences and growth as it pertains both to a) personal experiences as a student teacher and the b) classroom learning and behavioral outcomes of the classroom students. The student will respond to questions, prompts and cases which encourage such reflection and maintain these as documentation of professional growth in their notebook.

Lesson Plans section of the notebook is intended to help the student plan and organize their teaching. This section of the notebook will contain lesson plans as directed by cooperating teacher and university supervisor. It is required that lesson plans be written and submitted to the notebook prior to their implementation in the classroom and that lesson plans minimally contain a) objective statement, b) description of activity/instruction, and c) description of assessment of learning.

Evaluations of Teaching – Student teachers will be evaluated at several key points across their culminating/capstone experience. Evaluations will be done by both the university supervisor and the cooperating teacher and may also include self-evaluations completed by the student teacher themselves. Student teachers should maintain a self-managed file that includes copies of all evaluations.

Professional Documentation – Student teachers will be required to develop a system of record keeping for archiving documentation related to their career. Such a system might take the form of a portfolio or file. Relevant documentation may include State Certification and Licensure, examples of student work, example lesson plans, AEPA scores, and teaching evaluations. Students will work with their university supervisors to set specific criteria related to the form, content and due date for this element.

Timeline for Assessment:

Weeks 1-2	Phase I	Discuss Expectations with Cooperating Teacher University Supervisor Visit
Weeks 3-7	Phase II	Cooperating Teacher Evaluation (partial) University Supervisor Evaluation (partial)
Weeks 8-14	Phase III	Cooperating Teacher examines, critiques, and approves plans for the week. Cooperating Teacher Evaluation (full) University Supervisor Evaluation (full)
Weeks 15-16	Phase IV	Cooperating Teacher Evaluation (partial) University Supervisor Evaluation (partial)

Grading System:***Pass/Fail Criteria:***

Students will work with their university supervisor and cooperating teaching to establish due dates and other expectations. As would be indicative of a professional, students are expected to meet all deadlines and late work will be accepted only when prior notice has been given to the university supervisor and/or cooperating teacher. Successfully completing student teaching (a grade of "P" or "pass") will be determined by the meeting the following expectations of the required elements:

Student Teaching Notebook/ Portfolio

The Professional Growth – Section completion as determined by the University Supervisor and/or Cooperating Teacher

Lesson Plans – Section completion as determined by the University Supervisor and/or Cooperating Teacher

Evaluations of Teaching – Three phases were successfully completed as determined by the objectives established by the cooperating teacher and university supervisor.

Professional Documentation – criteria to be determined by the university supervisor and the cooperating teacher.

Special Note:

Situations requiring further intervention beyond a single change in student teaching placement may result in the student's removal from student teaching and a failing grade. This policy overrides any other grade policy or accumulation of points.

Students may receive a failing grade in student teaching if the university supervisor determines that the student has violated any of the provisions contained in "On Becoming a Professional: Student Code of Content" in the *Handbook for Student Teachers*.

Course Policies:**Length of Experience:**

1. The student teaching experience is 16 weeks long.
2. Dual majors (e.g. elementary/special ed) must complete at least an eight week student teaching practicum in each area of certification.
3. Student teaching may be completed in half days over two semesters if one semester experience is completed in the morning and the other semester experience is completed in the afternoon. Secondary education students who wish to complete their student teaching over two semesters must obtain the consent of their content-area department.
4. If deemed necessary by the Student Teaching Team (Student Teacher, cooperating teacher,

university supervisor, Field Experience Coordinator, and Secondary Major advisor/if applicable), the student teaching experience may be lengthened.

Placement:

1. The Field Experience Office of COE Student Services will make the formal request to the district and school for location and cooperating teacher determinations.
2. Student teachers will be paired with a cooperating teacher who is considered experienced (minimum of three years) and who is certified in the same content area in which the student teacher is seeking certification.
3. Student initiated changes in the placement request must be submitted prior to February 15 and September 15 prior to student teaching.
4. Host site principal or cooperating teaching requests for placement termination will be honored in all cases. Students are cautioned that this could result in their termination from student teaching.
5. Students are allowed one placement change (regardless of initiating party) during the practicum if deemed appropriate by the Student Teaching Team. Situations requiring investigation or intervention will result in the student's removal from student teaching and a failing grade. There may be situations where no second placement is made.

Course Requirements:

1. Students must read, and sign the "On Becoming a Professional: Student Code of Conduct."
2. Students must register for student teaching by the last day to pay fees without cancellation of classes.
3. Attendance is required. During the student teaching experience, students will be allowed five absences. This includes attendance at any events hosted by the University. As per the Student Handbook, only institutional excuses will be considered as "excused." More than 5 absences in the placement classroom, (regardless of cause) may result in failure to complete student teaching. Students are expected to notify both their cooperating teaching and university supervisor prior to a missed day of student teaching. Students should work with their cooperating teacher and university supervisor to develop a suitable mechanism for communicating the intent to be absent. Students with excessive absences may be reported to the Office of Student Life.
4. Students may not substitute teach during their practicum or receive compensation for student teaching. However, students may receive compensation for working with extra-curricular activities while student teaching.
5. Academic dishonesty will not be tolerated and the university policy will be adhered to in all cases. Students are encouraged to read and understand the university policy.
6. Assignments and course requirements established by the cooperating teacher, university supervisor, and Field Work Experience Office are to be followed. Late work is considered unprofessional conduct and may impact a student's evaluation and successful course completion.
7. Opportunities to "make-up" required evaluations will be given only in cases where the student has properly notified the evaluator(s) involved **prior** to missing the evaluation. Make-up evaluations must be conducted within one week of their originally scheduled time.
8. The quality of work produced is expected to reflect the students' best attempt. Written work is expected to be free of mechanical errors and if specified, word processed.
9. Student teachers are expected to honor the ethical, professional, and conduct guidelines specified in, "On Becoming a Professional: Student Code of Conduct" in the *Student Teaching Handbook*.
10. Student teachers should follow the professional dress requirements of their site placement.
11. Professional and general liability for student teaching is provided by State Risk Management. No medical liability is provided.

12. Housing is the responsibility of the student teacher and inquiries made regarding housing cannot be pursued by the COE Office of Student Services.

Any exception to these course requirements must be approved by Director of Student Services!

Attendance:

Refer to “On Becoming a Professional: Student Code of Conduct” in the *Handbook for Student Teachers*.

Statement on Plagiarism and Cheating:

ACADEMIC DISHONESTY is a form of misconduct that is subject to disciplinary action under the Student Code of Conduct and includes the following: cheating, fabrication, fraud, facilitating academic dishonesty and plagiarism.

1. Plagiarism: any attempt to pass off other's work as your own
2. Cheating: any attempt to gain an unfair, hidden advantage over one's fellow students
3. Fabrication: any attempt to present information that is not true
4. Fraud: any attempt to deceive an instructor or administrative officer of the university

Furthermore, any attempt to facilitate any act of academic dishonesty on the part of oneself or others shall constitute a violation of this policy.

University Policies:

1. **Safe Environment Policy:** NAU's Safe Working and Learning Environment Policy seek to prohibit discrimination and promote the safety of all individuals within the university. The goal of this policy is to prevent the occurrence of discrimination on the basis of sex, race, color, age, national origin, religion, sexual orientation, disability, or veteran status and to prevent sexual harassment, sexual assault or retaliation by anyone at this university. You may obtain a copy of this policy from the college dean's office. If you have concerns about this policy, it is important that you contact the departmental chair, dean's office, the Office of Student Life (523-5181), the academic ombudsperson (523-9368), or NAU's Office of Affirmative Action (523-3312).
2. **Policy for Students with Disabilities:** If you have a disability, you can arrange for accommodations by contacting the office of Disability Support Services (DSS) at 523-8773 (voice) 523-6906 (TTY). You are encouraged to provide documentation of the disability to DSS at least 8 weeks prior to the beginning of the semester so arrangements can be made to meet your individual needs. You must register with DSS each semester you are enrolled and wish to use accommodations. Faculty is not authorized to provide accommodations without prior approval from DSS. Students are encouraged to notify their instructors a minimum of one week in advance of the need for accommodation. Failure to do so may result in a delay in provision of the accommodation. Concerns may be brought to the attention of the office of Disability Support Services or to the ADA coordinator in the Affirmative Action Office.
3. **Institutional Review Board Policy:** Any study involving observation of or interaction with human subjects that originates at NAU—including a course project, report, or research paper—must be reviewed and approved by the Institutional Review Board (IRB) for the protection of human subjects in research and research-related activities. The IRB meets once each month. Proposals must be submitted for review at least fifteen working days before the monthly meeting. You should consult with your course instructor early in the course to ascertain if your project needs to be reviewed by the IRB and/or to secure information or appropriate forms and procedures for the IRB review. Your instructor and department chair or college dean must sign the application for approval by the IRB. The IRB categorizes projects into three levels depending on the nature of the project: exempt

from further review, expedited review, or full board review. If the IRB certifies that a project is exempt from further review, you need not resubmit the project for continuing IRB review as long as there are no modifications in the exempted procedures. A copy of the IRB Policy and Procedures Manual is available in each department's administrative office and each college dean's office. If you have questions, contact Carey Conover, Office of Grant and Contract Services, at 523-4889.

4. **Academic Integrity:** The university takes an extremely serious view of violations of academic integrity. As members of the academic community, NAU's administration, faculty, staff and students are dedicated to promoting an atmosphere of honesty and are committed to maintaining the academic integrity essential to the education process. Inherent in this commitment is the belief that academic dishonesty in all forms violates the basic principles of integrity and impedes learning. Students are therefore responsible for conducting themselves in an academically honest manner. Individual students and faculty members are responsible for identifying instances of academic dishonesty. Faculty members then recommend penalties to the department chair or college dean in keeping with the severity of the violation. The complete policy on academic integrity is in Appendix F of NAU's Student Handbook.
5. **Academic Contact Hour Policy:** The Arizona Board of Regents Contact Hour Policy (ABOR Handbook, 2-206, Academic Credit) states: "an hour of work is the equivalent of 50 minutes of class time . . . at least 15 contact hours or recitation, lecture, testing or evaluation, seminar, or colloquium as well as a minimum of 30 hours of student homework is required for each until of credit." *The reasonable interpretation of this policy is that for every credit hour, a student should expect, on average, to do a minimum of two additional hours of work per week; e.g. preparation, homework, studying.*
6. **Classroom Management Statement:** Membership in the academic community places a special obligation on all members to preserve an atmosphere conducive to a safe and positive learning environment. Part of that obligation implies the responsibility of each member of the NAU community to maintain an environment in which the behavior of any individual is not disruptive. It is the responsibility of each student to behave in a manner which does not interrupt or disrupt the delivery of education by faculty members or receipt of education by students, within or outside the classroom. The determination of whether such interruption or disruption has occurred has to be made by the faculty member at the time the behavior occurs. It becomes the responsibility of the individual faculty member to maintain and enforce the standards of behavior acceptable to preserving an atmosphere for teaching and learning in accordance with university regulations and the course syllabus. At a minimum, students will be warned if their behavior is evaluated by the faculty member as disruptive. Serious disruptions, as determined by the faculty member, may result in immediate removal of the student from the instructional environment. Significant and/or continued violations may result in an administrative withdrawal from the class. Additional responses by the faculty member to disruptive behavior may include a range of actions from discussing the disruptive behavior with the student to referral to the appropriate academic unit and/or the Office of Student Life for administrative review, with a view to implement corrective action up to and including suspension or expulsion.

STUDENT TEACHER INFORMATION

NOTE TO THE STUDENT TEACHER

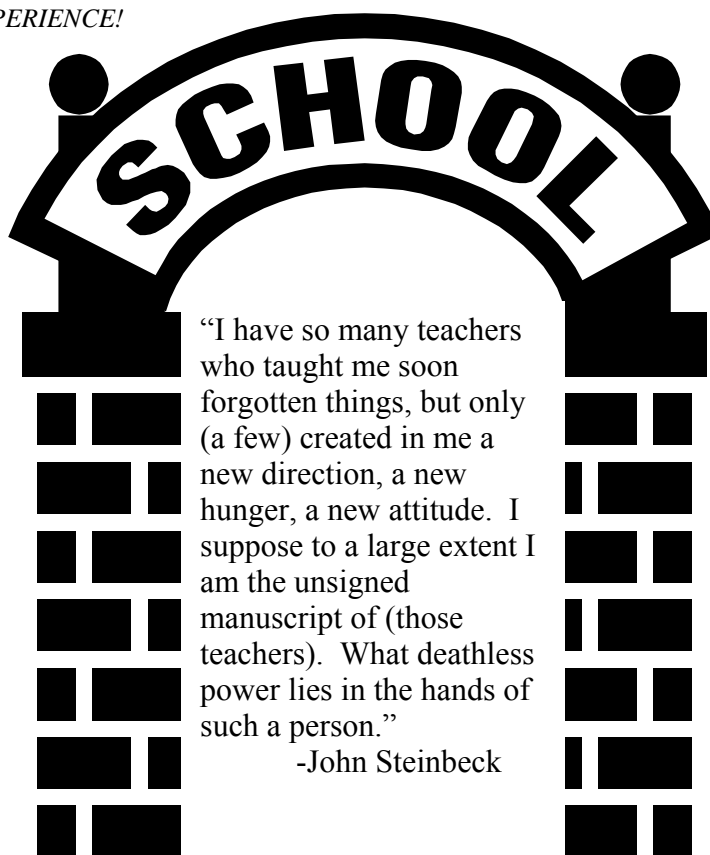
Congratulations! You are about to embark upon an exciting and rewarding journey which will culminate in your becoming a professional educator. The major step toward this goal is student teaching. This experience will impact upon your professional development more than any other experience you have encountered thus far in your professional preparation. Look upon this experience as a privilege, which must be accepted with the same commitment and sense of responsibility you have exhibited in previous semesters of coursework.

Student teaching will provide you with an opportunity to put into practice those skills which you have developed. During your assignment, you will master a number of subject matters. You will be learning to work cooperatively with a school system, adjust to schedule changes (sometimes on an hourly basis), maintain accurate records, and relate in a positive and cooperative way with co-workers and students. Your assignment will also provide you with a chance to build self-esteem, re-define your role from student to professional, and give you an opportunity to become an integral part of a school district.

There will be several professionals involved in your student teaching experience who will work with you to make your student teaching assignment a success. A successful student teaching experience is achieved through close cooperation between NAU Student Services, your University Supervisor, district administration, your Cooperating Teacher, and you -- the student teacher. As a matter of fact, in the future, school administrators who are considering employing you will base their first impression of you on your Cooperating Teacher's and University Supervisor's evaluations of your student teaching. What these two professionals say about you and your assignment will give future employers a glimpse of your teaching ability and professionalism.

The goal of the College of Education is to prepare you for a successful teaching career. We would like to thank the districts, schools, principals, Cooperating Teachers, and administrators who have made your student teaching assignment possible.

ENJOY YOUR STUDENT TEACHING EXPERIENCE!



Part II – Department of Health Sciences

**Northern Arizona University
College of Health Professions
Department of Health Promotion
“Promoting healthy and active lifestyles”**

**ECI 495C, Section 7
Student Teaching Capstone Experience in Health & Physical Education
Course #: 5100
Fall 2007
12 Credit Hours**

Coordinator Steve Palmer, Ph.D.
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 Gary.Dunagan@nau.edu Phone: (928) 523-6193
 Ellen.Larson@nau.edu

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

Course Prerequisites:
Completion of all major coursework, acceptance to the student teaching program at NAU and advisor approval.

Course Description:
The school Health Sciences capstone experience. Directed teaching in elementary and secondary schools and content areas; directed and cooperative preparation, teaching, and evaluation; conferences on the theories, issues, and practices in cooperation with the classroom teacher and university supervisor.

Student Learning Outcomes (Objectives):

- Design and plan lessons appropriately based on national HE/PE standards for the specific grades taught and on assessment of students' prior skills/knowledge.
- Implement lessons incorporating appropriate management strategies.
- Create and maintain a positive learning environment.
- Implement and manage lessons that incorporate strategies for students to develop personal and social responsibility.
- Demonstrate professional conduct
- Demonstrate content knowledge while designing, planning and implementing lessons.
- Assesses learning via formative and summative assessments, communicates results to students and maintains appropriate records.
- Develop a professional teaching portfolio that illustrates experiences and work throughout the student teaching experience following specific guidelines provided.
- Develop and maintain a student teaching notebook following guidelines provided that is presented to the university supervisor on each visit.
- Represent oneself professionally during a mock interview and receive feedback based on performance.

NASPE Standards Assessed/Demonstrated

1.4 - Describe and apply bioscience (anatomical, physiological, biomechanical) and psychological concepts to skillful movement, physical activity, and fitness.

1.6 - Demonstrate knowledge of approved state and national content standards, and local program goals.

2.1 - Monitor individual and group performance in order to design safe instruction that meets student developmental needs in the physical, cognitive, and socio/emotional domains.

2.2 - Understand the biological, psychological, sociological, experiential, and environmental factors (e.g. neurological development, physique, gender, socio - economic status) that influence developmental readiness to learn and refine movement skills

2.3 - Identify, select, and implement appropriate learning/practice opportunities based on understanding the student, the learning environment, and the task.

3.2 - Use appropriate strategies, services, and resources to meet diverse learning needs.

4.1 - Use managerial routines that create smoothly functioning learning experiences.

4.2 - Organize, allocate, and manage resources (e.g., students, time, space, equipment, activities, and teacher attention) to provide active and equitable learning experiences.

4.3 - Use a variety of developmentally appropriate practices (e.g. content selection, instructional formats, use of music, appropriate incentive/rewards) to motivate school age students to participate in physical activity inside and outside of the school.

4.4 - Use strategies to help students demonstrate responsible personal and social behaviors (e.g., mutual respect, support for others, safety, cooperation) that promote positive relationships and a productive learning environment.

5.1 - Describe and demonstrate effective communication skills (e.g., use of language, clarity, conciseness, pacing, giving and receiving feedback, age appropriate language, non - verbal communication).

5.2 - Communicate managerial and instructional information in a variety of ways (e.g., bulletin boards, music, task cards, posters, Internet, video).

5.3 - Communicate in ways that demonstrate sensitivity to all students (e.g., considerate of ethnic, cultural, socioeconomic, ability, gender differences).

5.4 - Describe and implement strategies to enhance communication among students in physical activity settings.

6.1 - Identify, develop, and implement appropriate program and instructional goals.

6.1 - Develop a repertoire of direct and indirect instructional formats to facilitate student learning (e.g., ask questions, pose scenarios, facilitate factual recall, promote problem solving, critical thinking).

6.2 - Develop short and long - term plans that are linked to both program and instructional goals, and student needs.

6.3 - Select and implement instructional strategies, based on selected content, student needs, and safety issues, to facilitate learning in the physical activity setting.

6.4 - Design and implement learning experiences that are safe, appropriate, relevant, and based on principles of effective instruction.

6.5 - Apply disciplinary and pedagogical knowledge in developing and implementing effective learning environments and experiences.

6.6 - Provide learning experiences that allow students to integrate knowledge and skills from multiple subject areas.

6.7 - Select and implement appropriate (i.e., comprehensive, accurate, useful, and safe) teaching resources and curriculum materials.

6.8 - Use effective demonstrations and explanations to link physical activity concepts to appropriate learning experiences.

6.9 - Develop and use appropriate instructional cues and prompts to facilitate competent motor skill performance.

7.2 - Use a variety of appropriate authentic and traditional assessment techniques to assess student performance, provide feedback, and communicate student progress (i.e., for both formative and summative purposes).

7.3 - Involve students in self and peer assessment.

7.4 - Interpret and use performance data to inform curricular and instructional decisions.

8.2 - Use available resources (e.g., colleagues, literature, professional associations) to develop as a reflective professional.

8.3 - Construct a plan for continued professional growth based on the assessment of personal teaching performance.

9.1 - Demonstrate knowledge of current technologies and their application to physical education.

9.2 - Design, develop, and implement student learning activities that integrate information technology.

9.3 - Use technologies to communicate, network, locate resources, and enhance continuing professional development.

10.3 - Identify and seek community resources to enhance physical activity opportunities.

10.4 - Establish productive relationships with parents/guardians and school colleagues, to support student growth and well being.

Course Structure/Approach:

The purpose of this course is to provide an opportunity for students to practice and incorporate skills needed to become a competent 1st year teacher.

- Students will intern with a cooperating teacher at the secondary and elementary level (or two secondary level schools) for a minimum of eight weeks each.
- Cooperating teachers provide students with feedback and the opportunity to teach and develop units of instruction.
- Supervisors from the university will observe students throughout the semester to advise and support the student teachers efforts.
- Students will attend scheduled student teacher seminars at the University.

Textbook and Required Materials:

3-Ring Binder (2 inch), index dividers, and sheet protectors to develop portfolio.

Professional teaching attire (clean, neat, appropriate, no visible body jewelry/tattoos).

Health & Physical Education Student Teaching Handbook (must be purchased prior to or during the Student Teaching Orientation – YOU DO NOT NEED TO PURCHASE THE CEE HANDBOOK)

Recommended Resources:

- Fronske, H. (1997). Teaching Cues for Sport Skills. Boston: Allyn and Bacon.
- Graham, G. (2001). Teaching Children Physical Education: Becoming a Master Teacher (Second Edition ed.). Champaign, IL: Human Kinetics.
- Graham, G., Holt/Hale, S., & Parker, M. (1998). Children Moving: A Reflective Approach to Teaching Physical Education (Fourth ed.). Mountain View, CA: Mayfield.
- Rink, J. E. (1998). Teaching Physical Education for Learning (3rd ed.). Boston: McGraw-Hill.
- Siedentop, D., & Tannehill, D. (2000). Developing Teaching Skills in Physical Education (Fourth ed.). Mountain View, CA: Mayfield.
- Meeks, Heit, & Page (1996) Comprehensive School Health Education: Totally Awesome Strategies for Teaching Health (2nd ed.). Blacklick, OH: Meeks Heit.
- Meeks, Heit, & Page (1995). Drugs, Alcohol, and Tobacco: Totally Awesome Strategies for Teaching Health. Blacklick, OH: Meeks Heit.
- Jackson, T. (1995). Activities that Teach. Cedar City, UT: Red Rock.

Course Outline

See the calendar in the Health and Physical Education Student Teaching Handbook

Assessment of Student Learning:**Professional Teaching Performance**

There are specific outcomes that must be met regarding teaching performance (how you perform in a school working with students, parents and other educational professionals). These objectives and standards are outlined on the teaching evaluation forms. These forms are completed by the cooperating teacher and the student teacher at the midpoint and end of each placement, and by the university supervisor at the end of each placement. All competencies must be met (meets expectations) in order to receive a passing mark for professional teaching performance. For a more detailed time line of assessment, see the Health and Physical Education Student Teaching Handbook.

Professional Teaching Portfolio (Professional Growth)

The student is required to develop an extensive portfolio (showcased in a 3-ring binder and also in electronic format using TaskStream) that illustrates their experiences and work throughout the student teaching semester. Included in the portfolio are their resume, letters of recommendations, parent letters, lesson and unit plans, sample handouts, student work examples, assessments, and a picture gallery. All criteria must be met in order to receive a passing mark for the portfolio. The portfolio developed in HS 425 was intended to be the same as that updated, polished, and completed during student teaching. The guidelines for this portfolio are intended to showcase your work in a job interview. For a more detailed time line and expectations of the professional portfolio, see the Health and Physical Education Student Teaching Handbook.

Teaching Resource Notebook (Lesson Plans & Teaching Resources)

The student is required to maintain a teaching binder during each 8-week placement of the student teaching experience. This is a working notebook to store all teaching related materials that you use on a daily/weekly basis. Items included in this notebook are your daily schedule, class lists, block plan/scope & sequence, and all lesson plans for lessons you teach either part or whole. **This notebook must be accessible every day, and should accompany you to each class you teach.** On each visit by the university supervisor, this notebook must be presented to the supervisor. All criteria must be met in order to receive a passing mark for the student teaching notebook. For a more detailed time line of the teaching binder, see the Health and Physical Education Student Teaching Handbook.

Grading System:

The student must receive passing marks in all three areas (professional teaching performance, professional portfolio, and teaching binder) in order to pass student teaching. Additional time may be required of students in order for them to meet specific objectives/criteria for each of the three required areas. For a more detailed time line of grading, see the Health and Physical Education Student Teaching Handbook.

Course Policy:

Everyone is expected to...

1. Be prompt, participate fully, and be prepared for the activities of the day.
2. Type all assignments, which are to be turned in, except where otherwise noted.
3. Submit original work. Plagiarism of copy-written materials and/or work will not be tolerated. Students who commit academic dishonesty will not receive credit for the assignment and possibly for the class.
4. Demonstrate professional conduct at NAU and at K-12 schools.

Any student who does not meet pre-requisites, and/or is absent from the first week of class will be dropped from the course.

University-Wide Policies:

Policies consistent with all classes in the university can be found on the WWW at:

<http://jan.ucc.nau.edu/academicadmin/policy1.html>

Procedures & Legal Policies

Procedures

REGISTRATION

In order for you to receive credit for student teaching, you **must** be registered in the correct course and section of student teaching. Section numbers will be available to you in Student Services during pre-registration. Student teaching courses are as follows:

Secondary Education -- ECI 495 (12 hours)

Secondary Education AND Special Education -- ECI 495 (12 hours)

AND ESE 491 (8 hours) 20 hours total

CERTIFICATION

The certification process takes place at the end of your student teaching semester or when you have completed all program requirements. COE Student Services provides an Institutional Recommendation (IR) for Arizona teacher certification to all students who have completed the Teacher Education Program at NAU. **All students who have completed the NAU Teacher Education Program must complete the Institutional Recommendation to process their certification directly through the Arizona Department of Education.**

Students wishing to be certified in Arizona must submit a request for an IR to COE Student Services. This request form will be provided to you during the student teaching semester. After receiving your request, Student Services prepares the IR upon completion of the program, which includes the posting of degrees for undergraduate students by the Registrar's Office. You will need to submit the IR along with your approved fingerprint clearance, and documentation of your passing score(s) from the AEPA to the Arizona Department of Education to be eligible for certification. The ADE will issue your certificate. **COE neither posts degrees nor issues certificates.**

CAREER CONFERENCES

Student Teacher Career Conferences will be held during your student teaching semester at several locations throughout the state. Attendance at one of these conferences is mandatory. During the Career Conference, you will be provided with important information concerning graduation, certification paperwork, preparing your career placement file, resume writing and the interviewing process. A letter with the times and dates of these conferences will be mailed to you early in your student teaching semester.

YOUR FEEDBACK ON UNIVERSITY SUPERVISION

At the end of the semester, you will be asked to evaluate your University Supervisor. Please send the completed evaluation form back to Student Services during the last month of your assignment. You may want to return it with your Institutional Recommendation form. This form will be sent to you later in the student teacher semester. Thank you for your feedback!

YOUR ADDRESS

PLEASE keep Student Services informed of any change of address while you are student teaching. You will be sent several important packets of information and we need to know where to find you!

Legal Policies

LEGAL STATUS

You may be wondering what your legal status is while you student teach. In other words, can you be sued? Will you get into trouble for disciplining a student? What happens if someone gets hurt? Will your insurance cover you while you are off-campus?

You will be held accountable for your actions. Act responsibly and conscientiously as you perform your duties. The district personnel are primarily responsible for the students' welfare. However, at times, you may be placed in charge of the students by yourself. If you are, you will have legal responsibility and authority. Legal action could be taken against you if you were to perform your duties in a way that is inconsistent with your level of training. In other words, you will be expected to perform at a higher level than an instructional assistant, but you will not be expected to perform at as high a level as the certified teacher.

Don't leave yourself legally vulnerable. Use common sense. The best advice is to familiarize yourself with your district's policies regarding discipline, caring for injured students, etc. Talk to your Cooperating Teacher and your principal to be sure you understand the policies. To protect yourself in the event that something does happen, you may want to purchase a professional insurance policy that covers liability. The Student Arizona Education Association offers a policy that is included with their annual dues (less than \$20.00). If you are in Flagstaff, the phone number is 779-4586. If you are out of Flagstaff, consult your principal or Cooperating Teacher for more information.

Also, check with your individual health insurance carrier to see if you are covered for accidents that may happen to you while you are at school. You may or may not be covered. It is best to know before something happens!

INSURANCE COVERAGE

In 1992, the Arizona State Legislature expanded Arizona's Risk Management insurance to cover "interns, externs, residents and fellows in programs of universities under the jurisdiction of the Arizona Board of Regents." The Risk Management system considers student teachers as interns. This insurance should cover student teachers and faculty who supervise student teachers, as long as everyone is acting in the course and scope of their duties. Additionally, many Arizona school districts insurance coverage includes student teachers. Student teachers can buy professional liability insurance from NEA (see Student Teaching Handbook). If such insurance is purchased, it becomes the primary coverage with Risk Management becoming the secondary coverage. Therefore, as long as a student teacher has not purchased his/her own professional liability insurance, student teachers and NAU can look to the Arizona Risk Management system for insurance coverage in the event of a claim and may, depending upon the school district's own insurance policy, be protected by such district-provided insurance as well. The NAU University law firm believes there is substantial insurance coverage for

student teachers.

SUBSTITUTE TEACHING AND INSURANCE COVERAGE

NAU student teachers are not to be used as a substitute in a classroom

Arizona Risk Management insurance does NOT cover student teachers who are substituting in a school district.

On Becoming a Professional: Student Code of Conduct

Students will commit to developing and demonstrating growth in the following attitudes, dispositions and skills that embody the values of the vocation of teaching. The College of Education faculty establish these criteria as essential to the professional development of students in Teacher Education. Violations of this code of conduct may result in sanctions, including academic program dismissal.

As a future student teacher candidate, I accept the responsibility to adhere to the highest ethical standards and commit to serving students, the profession, and pursuing professional development.

Commitment to Students

1. I will affirm/nurture diversity by:
 - Treating all students as learners
 - Striving to meet personal and academic needs of every student
 - Continually enhancing my knowledge of diverse ideas, cultures, traditions, and people
 - Meeting students' unique learning needs.
2. I will demonstrate a student-centered philosophy by:
 - Knowing how students learn
 - Encouraging active construction of knowledge
 - Addressing the needs of the whole student: cognitive, social, emotional and physical.
3. I will promote a student-centered environment by:
 - Creating a safe and positive learning environment
 - Taking responsibility for the physical safety and welfare of students
 - Maintaining confidentiality regarding student records and information.

Commitment to the Profession

1. I will demonstrate reliability by:
 - Being present and punctual for university classes as well as teaching responsibilities
 - Dressing professionally in teaching situations
 - Being prepared for classes and teaching situations
 - Contributing thoughtfully in educational contexts
 - Taking responsibility for my own actions.
2. I will demonstrate initiative by:
 - Generating ideas
 - Exhibiting curiosity
 - Recognizing and adjusting for own health and sensory limitations
 - Positively contributing to problem solving and planning
 - Creating value for myself in learning contexts.

3. I will establish a credible reputation as an educator and provide leadership by:
 - Assuming appropriate responsibility and authority
 - Acting purposefully with commitment and enthusiasm
 - Demonstrating integrity and honesty by choosing ethical courses of action
 - Making professional judgments
 - Displaying confidence in interactions with students and adults.
4. I will act in a collaborative manner by:
 - Listening to and valuing others' perspectives
 - Contributing to joint work
 - Demonstrating flexibility and openness in all interactions
 - Holding self, peers and students accountable for standards.
5. I will demonstrate reflective practice by:
 - Adjusting ideas/plans in response to professional feedback
 - Adjusting ideas/plans in response to student needs
 - Evaluating and monitoring my learning
 - Thoughtfully critiquing my work.
6. I will pursue personal wellness by:
 - Exhibiting physical well being to meet the demands of the teaching profession.
 - Exhibiting emotional well being to meet the demands of the teaching profession
 - Developing a personal plan and/or seeking help when needed to maintain personal wellness.
7. I will demonstrate respect by:
 - Demonstrating willingness to learn from others
 - Viewing diverse ideas/people as assets
 - Actively learning about diversity
 - Challenging my own assumptions, prejudices and biases
 - Listening to others
 - Being courteous in all interactions.
8. I will demonstrate life-long learning by:
 - Pursuing professional growth opportunities
 - Continuing inquiry into professional literature/conferences
 - Continuing professional dialogues and coursework
 - Taking risks and embracing innovation/growth
9. I will demonstrate creativity by:
 - Acting with enthusiasm in all interactions
 - Viewing teaching through multiple lenses
 - Developing innovative pedagogical approaches
 - Infusing the arts into the curriculum
 - Giving students viable choices in learning.

10. I will demonstrate social and emotional intelligence by:

- Displaying empathy
- Practicing patience
- Inviting and receiving professional feedback nondefensively
- Decreasing impulsivity and reactivity
- Demonstrating self-awareness
- Managing moods
- Expressing emotions appropriately
- Developing social skills (i.e., giving and receiving feedback, communication)

11. I will exhibit academic competence by:

- Providing evidence of competence in the basic skills of reading, writing, speaking, and mathematics
- Developing strategies and/or seeking assistance as needed to improve these skills.

Attendance And Extracurricular Activities

PLAN ON FOLLOWING YOUR COOPERATING TEACHER'S SCHEDULE. You will be expected to begin and end your day when your Cooperating Teacher does. Check with him/her to find out the arrival and departure policies of the district or school. Along the same line, you will follow the district's schedule once you begin. This means holidays, also! Be aware that part of your evaluation will include information about attendance and punctuality.

Some districts will require you to attend staff meetings, extracurricular activities, district board meetings, open houses, in-service days and other events suggested by your Cooperating Teacher or principal. (If you are in FLAGSTAFF, your building liaison will REQUIRE you to attend in-service workshops.) Your attendance at these functions shows enthusiasm and initiative on your part. Your willingness to go "above and beyond the call of duty" will reflect on your evaluation. Since your evaluation is an important instrument that all future employers will see, your initiative may also make you "stand out" among the rest.

Absences

It is quite possible that you will need to miss a school day for some reason such as a family emergency or illness. You are allowed 2 days for each placement for such reasons. Any days beyond 2 that are missed are expected to be made up.

You are allowed two days during your assignment for interviews.

Some guidelines if you will miss school for any reason:

- Contact your cooperating teacher (at home if you have his/her number), or leave a message at the school.
- Contact or leave a message with your university supervisor, whether they are planning to visit or not.
- Make sure your cooperating teacher has lesson plans for the day you are missing, treat this as if you have a substitute teacher.

Professional Meetings & Job Interviews

You are allowed two "professional" days during the entire student teaching experience for attending professional meetings (e.g. AzAHPERD, AAHPERD etc...) or job interviews (e.g. Interview fair, district/school interviews). Any additional days missed for these reasons must be made up.

If Something Goes Wrong

Your **COOPERATING TEACHER** was chosen by the district administration to work with you. He/she has also signed a agreement to work with you and will be your main source of information during your assignment. Most likely, your Cooperating Teacher was selected because he/she has a wide range of teaching abilities and methods, as well as an exceptional ability to work with others. Try to use common sense and remember you are a guest in his/her classroom. Treat your Cooperating Teacher with respect. End problems before they begin by keeping the lines of communication open. Ask for feedback and suggestions daily.

IN FLAGSTAFF, most schools have been assigned a building **LIAISON**. He/she is just that -- a liaison between the school and the University. Your liaison is there to give advice, help in times of trouble, organize in-service meetings for student teachers, and work with the University on all student teaching assignments at his/her school. During the first week of your assignment in Flagstaff, the liaison at your school will schedule an introductory meeting. If you have any questions about who your liaison will be, please contact Student Services.

Whether in or out of Flagstaff, your **UNIVERSITY SUPERVISOR** will be your direct contact with the University. Your University Supervisor should visit a minimum of five times. Sometime during the first few weeks of your assignment there should be an initial visit from him/her. The purpose of the initial visit is to get to know each other, set up a schedule for future visits, and discuss expectations for the semester. During his/her initial visit you should receive your supervisor's phone number, just in case problems do occur. Remember, talk to your Cooperating Teacher first. However, if things are still "amiss," talk to your University Supervisor.

The procedure to follow if something goes wrong is:

1. Talk to your **COOPERATING TEACHER**.
2. Talk to your building **LIAISON** (FLAGSTAFF ONLY).
3. Contact your **UNIVERSITY SUPERVISOR**.
4. Call the Director of Student Services, 928-523-6154

PLEASE NOTE: If you are experiencing difficulty, do not get others at your school involved. Schools are small places; gossiping and complaining will cause feelings to be hurt. Go through the appropriate channels if you have concerns. Always be aware that you are in training for a professional career. Act professionally and you will be treated as a professional.

IN VERY RARE CIRCUMSTANCES a student teacher may be reassigned to another classroom. If you feel a change in assignment is necessary, you must submit a written request to be moved to the Director, Office of Student Services. Your request will be reviewed by a committee and may or may not be approved. If your request is approved and you are allowed to change assignments, ***BUT ARE NOT SUCCESSFUL IN YOUR SECOND PLACEMENT***, you will receive an "F" (Fail) in student teaching. You will ***NOT*** be allowed to student teach in a third assignment.

Your Evaluations

The most important thing to remember about your evaluations is:

EVALUATIONS WILL BE SEEN BY FUTURE EMPLOYERS!

Make a positive impression on your Cooperating Teacher and University Supervisor. Always be considerate, open-minded, helpful, and go above and beyond the call of duty. Have a positive attitude because you can learn from any situation. But it's all up to you. If your goal is to be successful, you will be. If your attitude is negative, it will show in your work.

You will be evaluated a total of six times:*

1. Progress report (informal) from your University Supervisor.
2. Mid-term evaluation from your University Supervisor.
3. Mid-term evaluation from your Cooperating Teacher.
4. Second informal progress report from your University Supervisor.
5. Final evaluation from your University Supervisor.
6. Final evaluation from your Cooperating Teacher.

Mid-term evaluations should occur during the middle of your assignment. Final evaluations should take place the last month of your assignment. Ask your University Supervisor and your Cooperating Teacher to go over all evaluations with you before they are sent to Student Services. You also should receive a copy of both your mid-term and your final for your own records. The original copies of your final evaluations will be sent to Career Services. All the districts that you apply to will see your final evaluations. A copy of the Midterm/Final evaluation form is in the back of the Handbook.

*If you are an ELEMENTARY/SPECIAL EDUCATION or SECONDARY/SPECIAL EDUCATION dual major, your schedule is more compacted. Mid-terms will occur the fourth or fifth week of your assignment. Final evaluations should be done by the eighth week. The evaluation schedule will differ slightly:

1. Progress report from your University Supervisor.
2. Mid-term evaluation from your University Supervisor.
3. Mid-term evaluation from your Cooperating Teacher.
4. Final evaluation from your University Supervisor.
5. Final evaluation from your Cooperating Teacher.

Do's And Don'ts

No handbook would be complete without do's and don'ts. Below is a list of those. Read through them carefully before you begin to student teach.

DO

1. Call your Cooperating Teacher as soon as you receive your assignment.
2. Read through your Handbook *before* you begin your assignment.
3. Try your best to get along with your Cooperating Teacher (even if you have philosophical differences!).
4. Accept advice from your Cooperating Teacher with an open mind. Try to avoid misunderstandings.
5. Willingly accept assignments from your Cooperating Teacher.
6. Ask for feedback from your Cooperating Teacher and your University Supervisor.
7. Be professional at all times. Dress professionally. Be on time. Treat staff members professionally.
8. Attend extracurricular activities.
9. Ask to review your school's handbook and the district's policy/procedure manual.
10. Be concerned about each and every one of your students. Listen to your students and be fair. Treat each individual with politeness and respect.
11. Realize that having a student teacher is hard work. Be appreciative!
12. It is usually best to kind of keep quiet until you find out how things run and work in your school. Nobody likes a fresh (student) teacher who knows it all.*

DON'T

1. Argue with your Cooperating Teacher. Remember, he or she is an experienced, seasoned teacher and you are a guest in his/her room.
2. Try to be one of the students. You are their teacher.
3. Touch students in a way that may be questioned by students, parents, or administrators.
4. Counsel students one-on-one behind closed doors.
5. Have a serious conversation with a parent without the presence of your Cooperating Teacher.

6. Gossip or complain to other teachers in your building.
7. EVER be late or absent if you can help it.
8. SUBSTITUTE during your student teaching assignment (even if you are a certified substitute).

***USE COMMON SENSE IN YOUR ASSIGNMENT.
TREAT THOSE INVOLVED IN YOUR PLACEMENT AS YOU WOULD WANT TO BE
TREATED!***

*Teacher Tricks, Some Secrets of Teaching (Second Edition). Douglas L. Simmons, Brite Idea Publishing Co., Walla Walla Wash., 1991, p.15

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 (both part or whole) during Phase III (preliminary teaching) and Phase IV (teaching). You may develop between 15 – 75 lessons depending on the number of different preps at a secondary school, and the number of times you see different grades at elementary schools.
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.
4. Evaluation/Assessment: Evaluated students both formally and informally during/after unit and in other classes as appropriate.

Certification Information



**NORTHERN ARIZONA
UNIVERSITY**
College of Education

**Procedures For
Obtaining an Institutional
Recommendation
For Arizona Certification**

The certification process takes place at the end of your student teaching semester or when you have completed all program requirements. The College of Education-Student Services Office, located in Eastburn Education Center room 101, provides all Institutional Recommendations for Teacher Certification from NAU. An Institutional Recommendation from NAU verifies that the applicant has completed all the requirements of NAU's teacher education program. Students completing NAU's teacher education program have three years after program completion to request an Institutional Recommendation. Some states require their own Institutional Recommendation form for teacher certification. The College of Education completes those institutional recommendations as well.

Below are several steps that must be taken to ensure eligibility for certification from the Arizona Department of Education. **All students who have completed the NAU Teacher Education Program must submit an Institutional Recommendation to the Arizona Department of Education in order to obtain Arizona certification.**

GENERAL INFORMATION

- All communication concerning certification should be directed to:

College of Education -Student Services
NAU Box 5774
Flagstaff, AZ 86011
(928) 523-2145

PROVISIONAL CERTIFICATION (initial certification)

- **Post-degree students** - when your student teaching grade is reported to the College of Education, Student Services will complete your Institutional Recommendation and mail it to you at the address listed on your request.
- **Undergraduate students** - when your degree is listed on your transcript, Student Services will complete your Institutional Recommendation and mail it to you at the address listed on your request.
- Grades are typically listed by the Registrar's office one week after the end of the semester.
- Degrees are typically listed by the Registrar's office two to four weeks after the end of the semester.
- Allow a minimum of one week **after** grades and/or degrees are listed to receive your Institutional Recommendation.
- After you receive the Institutional Recommendation from Student Services, you will need to mail it to the Arizona Department of Education along with the following items:
 - your Arizona Educator Proficiency Assessment scores
 - your original fingerprint clearance card (the card will be returned to you with your certificate)
 - certification fees (\$30.00 for each certification area)

SUBSTITUTE CERTIFICATION

- A provisional certificate will qualify you to substitute teach.

ARIZONA EDUCATION PROFICIENCY ASSESSMENTS

You will be required to pass the following tests prior to receiving Arizona certification:

- Professional Knowledge Test: Elementary or Secondary depending on your major.
- Subject Knowledge Test: You will take a test in the specific area(s) in which you are seeking certification.

CERTIFICATION FEES

- You will need to include the appropriate fees when you mail your Institutional Recommendation to the Arizona Department of Education. The fees are as follows:

• Elementary Certificate	\$30.00
• Secondary Certificate	\$30.00
• Special Education	\$30.00 for each emphasis
• Endorsements	\$30.00 each

FINGERPRINTING

You should have already submitted your Fingerprint Clearance Card Application to the Department of Public Safety. If you submitted your Fingerprint Clearance Application directly to the Arizona Department of Education prior to August 2000, your fingerprint clearance has expired. It takes a minimum of 12 weeks for your fingerprints to be cleared by the FBI. The cost is \$52.00. Your fingerprints must be cleared before the Arizona Department of Education will process your request for certification.

ARIZONA AND U.S. CONSTITUTION

If you have **not** completed the requirement for Arizona and/or U.S. Constitution at the time your institutional recommendation is submitted to the Arizona Department of Education, you will receive a certificate with a deficiency. Once you have taken the necessary test or course, you will need to obtain an **Application to Remove Deficiencies** from the Arizona Department of Education. Complete the application and return it with your payment of \$20.00 and an official transcript or test score to the Certification Unit of the Arizona Department of Education.

ADDRESSES YOU NEED TO KNOW**Flagstaff State Certification Office**

Arizona Department of Education
Exceptional Student Services
2717 N. 4th Street, #190
Flagstaff, Arizona 86001
Phone #: (928) 226-0849

Phoenix State Certification Office

Arizona Department of Education
Teacher Certification Unit
P.O. Box 6490
1535 W. Jefferson, Suite #126
Phoenix, Arizona 85005-6490
Phone #: (602) 542-4367

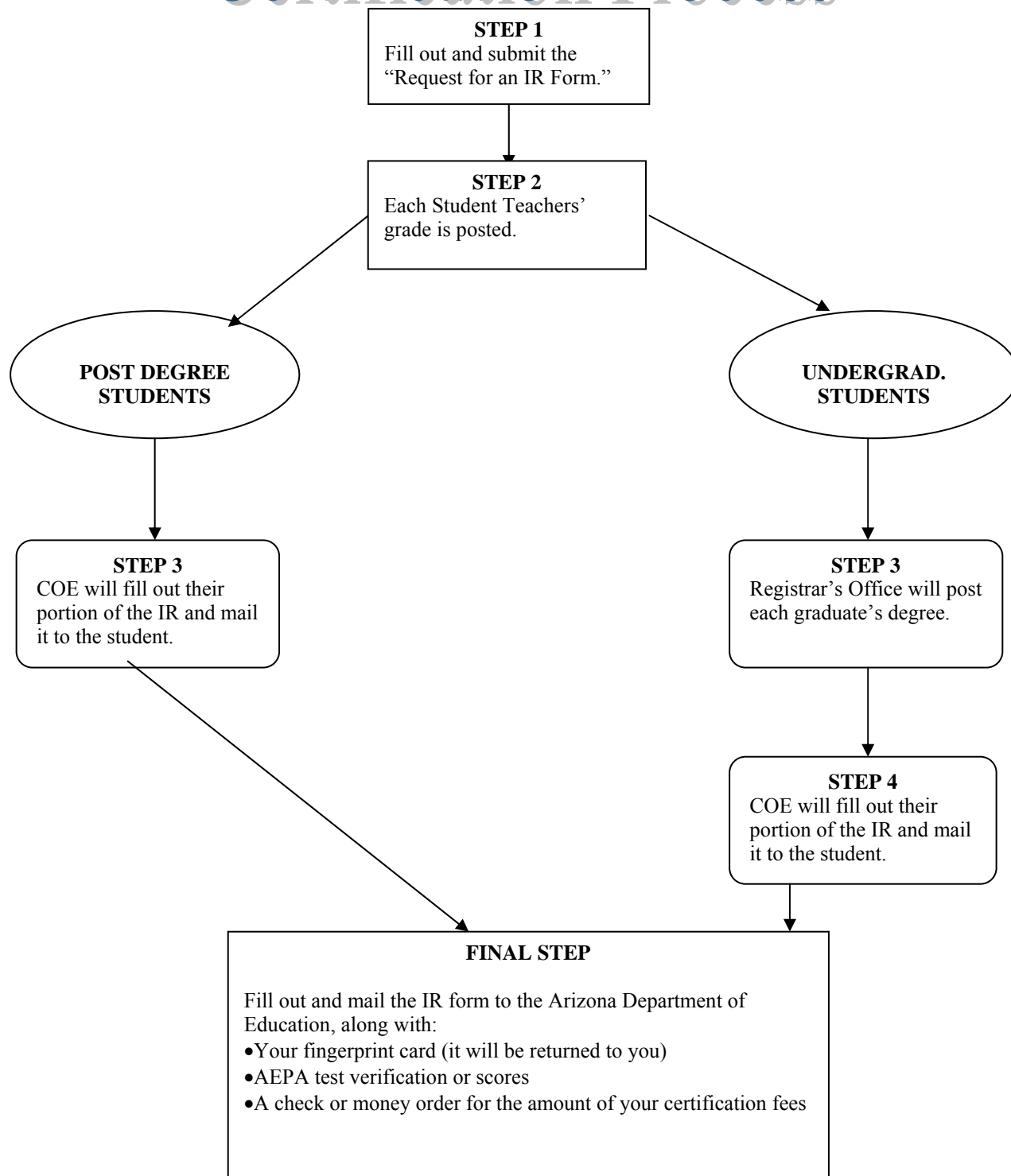
Tucson State Certification Office

Arizona Department of Education
Teacher Certification Unit
400 W. Congress, # 118
Tucson, Arizona 85701
Phone #: (520) 628-6325

Arizona Department of Education web site: www.ade.state.az.us

The Certification Process

Certification Process





**NORTHERN ARIZONA
UNIVERSITY**
College of Education

**Request for an Institutional
Recommendation
for Arizona Certification**

Answer all questions that are relevant to the certification you are requesting and return or mail it to the address at the bottom of the page.

Name: _____ **SS#:** _____

Mailing Address: _____ **Phone #:** _____

Teacher Certification

1. Student Teaching Semester: _____
2. Type of certification requesting (check all that apply):
 - ___ Elementary
 - ___ Special Education
 - ___ Secondary
 - Major(s): _____
3. ___ Undergraduate (just finished bachelor's degree)
 ___ Post Degree (finished degree prior to starting the Teacher Education Program)
4. Have you completed the AZ constitution requirement?
 ___ *YES ___ NO
 If yes, in which manner?
 ___ POS 220 or POS 241 at NAU
 ___ course at a college other than NAU,
 specify college: _____
 ___ AZ Constitution TEST
5. Have you completed the US constitution requirement?
 ___ *YES ___ NO
 If yes, in which manner?
 ___ POS 220, POS 110, or HIS 291 at NAU
 ___ course at a college other than NAU,
 specify college: _____
 ___ US Constitution TEST

* If you have taken the constitution course(s) at a college other than NAU or taken the constitution test(s), you need to provide Student Services with a copy of the passing grade or test results.

Endorsements

6. Are you requesting any of the following endorsements?
 - ___ Art K-12 (secondary Art majors only)
 - ___ Bilingual Education – Language: _____
 (you must provide a copy of the language proficiency exam results)
 - ___ Dramatic Arts K-12 (secondary majors only)
 - ___ Driver Education
 - ___ English as a Second Language (you must provide proof of language proficiency)
 - ___ Gifted
 - ___ Library Media Specialist
 - ___ Middle Level Teaching
 - ___ Music K-12 (secondary Music majors only)
 - ___ P.E. K-12 (secondary P.E. majors only)

Signature: _____ **Date:** _____

Return this form to: **College of Education-Student Services, EEC room 101**
Northern Arizona University
Box 5774
Flagstaff, AZ 86011
FAX # 928-523-1168



**NORTHERN ARIZONA
UNIVERSITY**
College of Education

**Teacher Education Program
Information Concerning
Arizona Educator Proficiency
Assessment**

This publication contains information regarding the certification standards for teachers in the state of Arizona. Please retain this document for future reference. It is based on the most current and accurate information available at the time of publication. Please visit the Arizona Department of Education (ADE) website at <http://www.ade.state.az.us> to obtain any changes that may occur after publication of this material.

GENERAL INFORMATION

Current Standards

In November 1997, the Arizona State Board of Education adopted new certification standards for teachers. All new teachers in the state of Arizona must receive certification under these standards if they wish to teach in the state of Arizona. Other states have developed similar standards; however, each state's standards are different.

Provisional and Standard certification

Upon successful completion of the Teacher Education program, you must apply for an Institutional Recommendation (IR) for certification from Student Services. Once received, you must send the IR along with Professional Knowledge Test and the Subject Knowledge Test scores and fingerprint clearance card to ADE in order to receive a provisional certificate. A provisional certificate is valid for two years and is not renewable. You will receive your standard certification once you successfully complete the Performance Assessment Test. The standard certificate is valid for six years and is renewable.

Professional and Subject Knowledge Tests

The test objectives will be evaluated through multiple-choice and essay formatted questions.

These tests are criterion-referenced tests designed to measure a candidate's knowledge in relation to an established standard of performance rather than in relation to the performance of other candidates. The purpose of these tests is to identify candidates for certification who have demonstrated the level of professional knowledge, skills and academic knowledge determined to be essential for Arizona educators. Each test contains 100 selected response multiple-choice questions. You will respond on an electronically scored answer sheet. Your score will be based on the total number of correct answers. You will not be penalized for guessing. There will also be three written performance assignments (i.e., essays). Written performance assignments responses will be recorded in a booklet and scored by at least two educators.

- Elementary teachers will take two tests: Elementary Subject Knowledge and Professional Knowledge Test.
- Special Education Only teachers will take two tests: Elementary Professional Knowledge Test and Cross Categorical Test.
- Elementary/Special Education dual majors will take three tests: Elementary Professional Knowledge Test, Elementary Subject Knowledge Test and Cross Categorical Test.
- Secondary teachers will take two tests: Subject Knowledge Test and Secondary Professional Knowledge Test.

You may not register to take two subject knowledge tests on one day.

COE does NOT dictate which tests you will take, the process of certification, nor the test administration.. Please contact Student Services at the Center for Excellence in Education at 928-523-2145 if you have questions.

THOSE STUDENTS WHO REQUIRE ALTERNATIVE ARRANGEMENTS OR ACCOMMODATIONS MUST REQUEST THEM IN ADVANCE; please refer to the AEPA Registration Bulletin for specific criteria. And, contact NAU's Disability Support Services office at (928) 523-8773.

QUESTIONS AND ANSWERS

Which tests do I take first?

You will be eligible to receive a provisional certificate based upon submitting your scores on the Professional Knowledge and the Subject Knowledge Tests of the AEPA to the ADE.

How much does the Arizona Educator Proficiency Assessment cost?

Subject Knowledge	\$65 (for each test)
Professional Knowledge	\$75
Registration Fee	\$35

Where will the written tests be administered?

There are three permanent test sites; Flagstaff, Phoenix, and Tucson. A fourth site will “rove” the state in addition to the permanent test sites. These sites are Yuma, Holbrook and Kingman. The schedule registration bulletin provides more detailed information including out-of-state test sites.

Are teachers who currently hold certificates required to take the AEPA?

You are not required to take the assessment test if you already hold a standard teaching certificate in the state of Arizona. However, if you want to teach in a new subject where you have not previously held certification, you will need to take the Arizona Educator proficiency Assessment in order to be certified in that additional subject.

How will I renew my standard certificate after I successfully pass the Performance Test of the AEPA?

Within six years after receiving your standard certificate, you must complete 12 semester hours of course work or 180 hours of professional development. Refer to the ADE website for a listing of professional development activities.

Will COE offer assistance to students who are preparing for the written tests?

The AEPA Prep Center (AEPA Prep Center) is located in COE room 119. The AEPA Prep Center provides extended information on the AEPA, general test preparation (i.e., multiple-choice and essay), test objectives, and opportunities for taking practice tests. Please visit the AEPA Prep Center website at <http://www4.nau.edu/cee/aepea>.

Will there be a study guide?

Study guides are available for purchase from the NAU bookstore. You may also order study guides from the registration bulletin. A set of study guides has been placed on reserve at Cline Library and the AEPA Prep Center on the NAU campus.

In preparation for the Elementary Subject Knowledge Test, you may also wish to read the new Arizona academic standards for elementary and secondary students and the test objectives from the AEPA Study Guides. (These are available at <http://www.ade.state.az.us>.) Arizona K-12 students are expected to demonstrate proficiency at each grade level for each subject within these prescribed standards which will be assessed by the Arizona’s Instrument to Measure Standards (AIMS) taken when the students are in the 3rd, 5th, 8th and 12th grades. Understanding the academic standards within these subject areas may assist you in determining how to prepare for the Elementary Subject Knowledge Test. However, the Elementary Content Knowledge Test is not limited to these competencies.

If I move to another state after graduation, do I still need to come back to Arizona to take the test or will I be able to take the test in another state?

The AEPA is offered on a very limited basis in out-of-state test areas; refer to the registration bulletin for current details.

What if I want to be certified to teach in another state?

If you decide to teach in another state after you have become certified in Arizona, you will fall under the certification requirements of that state. There may be additional requirements depending on the state. You are not required to receive certification in the state where you completed your coursework. However, if you become certified in the State of Arizona, certain states will accept your Arizona certification through a reciprocity agreement. Becoming certified in the state of Arizona may make it easier for you be certified to teach in another state in the future.

Certification Reciprocity with Other States

The following states will issue a similar teaching certificate to an applicant who holds a valid Arizona teaching certificate:

Alabama	Florida	Louisiana	Nevada	Oregon	Utah
Arkansas	Georgia	Maryland	New Hampshire	Pennsylvania	Vermont
California	Hawaii	Massachusetts	New Mexico	Rhode Island	Virginia
Colorado	Idaho	Michigan	New York	South Carolina	Washington
Connecticut	Illinois	Mississippi	Ohio	Tennessee	West Virginia
Delaware	Indiana	Montana	Oklahoma	Texas	Wyoming
District of Columbia					

Requirements & Assignments

Resource Notebook

You are required to maintain a Teaching Resource Notebook 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
- Daily schedule, taped or written on the inside cover of the binder, include snow day, early release and any other bell schedules.
- **Section 1** - 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 2:** 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 State Standards
 - Streamlined (clear & succinct)
 - Follow the NAU lesson plan format
 - **Handwritten notes on lesson plans should show reflection and modification.**
- **Section 3:** 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. Refer to information & notes from HS 435 for specific details & expectations.
- **Section 4:** Evaluations & observations – 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 5:** 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.

Resource Notebook Rubric

Your resource notebook must meet the following expectations at the “meets expectations” level in order to a) pass your first student teaching placement and transition to the second student teaching placement and b) pass student teaching.

Item		Expectations
Name & Schedules:		<input type="checkbox"/> Incomplete <input type="checkbox"/> Complete
Assessments		# Completed: 0 1 2 3 4 5 6 7
Evaluations & Observations:		<input type="checkbox"/> Missing <input type="checkbox"/> Present
Phone Calls:		# Completed: 0 1 2 3 4
Handbook:		<input type="checkbox"/> Missing <input type="checkbox"/> Present
Block Plan/Calendar	Displays knowledge of the AZ State Physical Activity content standards. Long-term plans are linked to both learning goals and student needs/performance. Developmentally appropriate program and instructional goals effective goal setting techniques are demonstrated.	<input type="checkbox"/> EE <input type="checkbox"/> ME <input type="checkbox"/> DNME
Lesson Plans	Lessons display knowledge of the AZ Physical Activity standards; learning experiences designed are safe, developmentally appropriate, and based on principles of effective instruction; Teaching cues are sufficient to facilitate competent motor skill performance; short-term plans that are linked to both learning goals, student needs/performance; include both direct and indirect instructional; includes integrated curricular concepts; developmentally appropriate teaching resources and curriculum materials are selected; instructional strategies that are based on content, student needs, and safety issues are selected to facilitate student learning; appropriate strategies, services, and resources to meet diverse learning needs are evident.	<input type="checkbox"/> EE <input type="checkbox"/> ME <input type="checkbox"/> DNME
Reflections	Lesson plans include reflections demonstrating sufficient evidence of a reflective cycle involving description of teaching, justification of the teaching performance, critique of the teaching performance, the setting of teaching goals, and implementation of change, as evidenced by lesson reflections and lesson modifications implemented in subsequent lessons of a comparable nature. Reflections address how instruction and content was selected, designed and modified based on student needs and the interaction of student, learning environment, and task.	<input type="checkbox"/> EE <input type="checkbox"/> ME <input type="checkbox"/> DNME
Assessments	Assessments are valid, reliable and relevant to state standards, and demonstrate how student performance contributed to selected instructional methods, and the design of lessons.	<input type="checkbox"/> EE <input type="checkbox"/> ME <input type="checkbox"/> DNME

Electronic Teaching Portfolio

The purpose of the electronic portfolio is to:

1. Provide university faculty with evidence that you have met program expectations of a new teacher.
2. Develop a resource to showcase your best work to aid in the job search process.
3. Serve as a professional growth resource.

The structure below is also available in TaskStream as a Webfolio template, and is the same as the portfolio that you have been developing throughout your Health Sciences/College of Education coursework. **Replace and/or update the examples on your webfolio to provide evidence of meeting program outcomes and to highlight your best work.**

Section	<u>Criteria</u>
Main Page & Introduction	Clearly describes portfolio contents, dates for each school, school names, includes appropriate graphic or picture (preferably of you teaching). Appealing presentation, easy to find links to information.
Philosophy	No more than 2 pages, double spaced, no grammar/spelling errors, includes goal statement and specific strategies you will use to accomplish goal/philosophy. Accurately presents and relates current physical education/health issues to your teaching philosophy.
Resume	Present, one page single sided resume, accurate, white paper, no grammar/spelling errors, highlights relevant teaching experiences.
Professional Development	No more than 2 pages, provide examples of how you've been involved professionally (SHAPE Club), and outline your professional development plan for remaining current with teaching and learning and being an advocate for physical activity and health. Address available resources, professional literature, associations, graduate coursework, colleagues (list-servs), inservice workshops, technology, others.
Behavior Management Plan	Explanation statement clearly describes approach and extrinsic vs. intrinsic methods. Includes: 1) Outline of strategies to minimize off-task behavior, 2) Protocols/Routines with a brief statement of how each will be taught/presented, 3) Classroom Rules (includes a statement that existing school rules would be adopted), and 4) a discipline system.
Planning	Secondary Unit Plan - One present, designed and taught by you while a student at NAU. Can be PE or Health. Follow the NAU Unit Plan Guidelines, include only one lesson plan example. Lesson plans must follow the NAU lesson plan format. Explanation statement included.
	Elementary Scope & Sequence - Present for one grade, includes three sample lesson plans designed and taught by while a student at NAU, each for a different skill theme and grade level (grade K-1, 2-3 and 4-5).. Follow the NAU S&S Guidelines and lesson plan format. Explanation statement included.
Assessment & Student Learning	Teacher Work Sample from elementary and secondary levels. See guidelines. Include the assessment evaluation form with supporting materials. Also, include assessment project from HS 435. Need 1 sample summative cognitive test, 1 skill rubric and task (relating to standards 1 & 2), one personal and social responsibility assessment (describe, include rubric). Summarized on the "Assessment Evaluation Form". Explanation statement included.
Showcase Video	Includes link to video, lesson plan, and results of systematic observation (ALT-PE, Feedback analysis, student practice). Meets all requirements of the "Showcase Video Guidelines".

Technology	Present examples of your use of technology for preparation, communication with parents & students, and student use of technology in lessons. Must include a gradebook with calculations and comments used (MS Excel), a sample letter sent to students/parents developed using "Mail Merge", a lesson plan using technology (HR monitors, WebQuest, Pedometers, Video Camera's, other), and one other example of the professional use of technology. Explanation statement included.
Communication	No more than three pages. Present examples of communicating informational, instructional and assessment information. Includes 1 parent letter, 1 Fitnessgram letter to a student, 1 handout that provides students' information for getting active outside of school, and 1 other example of communication with students and/or parents. Other ideas include a picture of a bulletin board, one phone call log (positive to parent/guardian), an email sent to parents/guardians, or picture of a display for a school open house.
*Picture Gallery	Captions present, neatly presented, explanation statement included. (Must include: school, you teaching, you and coop)
Your Choice Section: <i>Possibilities:</i> Misc., Thank You's, Coaching, PE Documents, NAU PE stuff, other	Neatly presented, explanation statement included.
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, free of spelling and grammar errors.

Explanation Statements: On the main page of each section, 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** an explanation indicating this area is awaiting information that you will include in the portfolio upon receipt of the material.

Paper Professional Teaching Portfolio

Student Name: _____ Semester: _____

Evaluator: _____ Date: _____

Section	Criteria	Not Met	Met
1. Title Page/Spine of 3-Ring Binder	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"/>	<input type="checkbox"/>
2. Inside Title Page	Present, same info as 1	<input type="checkbox"/>	<input type="checkbox"/>
3. Table of Contents	Present, accurate, easy to read, neat, identifies sections of portfolio in correct order	<input type="checkbox"/>	<input type="checkbox"/>
4. Introduction	One page or less, describes portfolio contents, dates for each school, school names, signed and dated by you.	<input type="checkbox"/>	<input type="checkbox"/>
5. *Philosophy	No more than 2 pages, double spaced, no grammar/spelling errors, includes goal statement and specific strategies you will use to accomplish goal/philosophy. Accurately presents and relates current physical education/health issues to your teaching philosophy. First draft is completed during HS 425	<input type="checkbox"/>	<input type="checkbox"/>
6. *Resume	Present, one page single sided resume, accurate, white paper, no grammar/spelling errors, highlights relevant teaching experiences. First draft completed during HS 425	<input type="checkbox"/>	<input type="checkbox"/>
7. *Recommendations	No more than four present, presented neatly on letterhead (if possible). If letters have not been received, include a sheet of papers saying (letter of rec from...)	<input type="checkbox"/>	<input type="checkbox"/>
8. *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, copy of First Aid/CPR card (must be current/valid), other. Explanation statement included.	<input type="checkbox"/>	<input type="checkbox"/>
9. *Professional Development	No more than 2 pages, provide examples of how you've been involved professionally (SHAPE Club), and outline your professional development plan for remaining current with teaching and learning and being an advocate for physical activity and health. Address available resources, professional literature, associations, graduate coursework, colleagues (list-servs), inservice workshops, technology, others.	<input type="checkbox"/>	<input type="checkbox"/>
10. *Student Teaching Final Evaluations	No more than 2 present, only FINAL evals, explanation statement included	<input type="checkbox"/>	<input type="checkbox"/>
11. *Behavior Management Plan	No more than 2 pages, present your behavioral management plan. Explanation statement clearly describes approach and extrinsic vs. intrinsic methods. Includes: 1) Outline of strategies to minimize off-task behavior, 2) Protocols/Routines with a brief statement of how each will be taught/presented, 3) Classroom Rules (includes a statement that existing school rules would be adopted), and 4) a discipline system. First draft completed during HS 315	<input type="checkbox"/>	<input type="checkbox"/>
12. *Assessment	No more than 2 pages, 1 sample summative cognitive test, 1 skill rubric and task (relating to standards 1 & 2), one personal and social responsibility assessment (describe, include rubric). Include the completed assessment evaluation form as a framework, then provide samples as outlined above. Explanation statement included, must be clean, un-used copies.	<input type="checkbox"/>	<input type="checkbox"/>
13. *Secondary Unit Plan	One present, designed and taught by you during student teaching. Can be PE or Health. Follow the NAU Unit Plan Guidelines, include only one lesson plan example. Lesson plan must follow the NAU lesson plan format. Explanation statement included.	<input type="checkbox"/>	<input type="checkbox"/>
14. *Elementary Scope & Sequence	Present for one grade, includes three sample lesson plans designed and taught by you during student teaching, each for a different skill theme and grade level (grade K-1, 2-3 and 4-5).. Follow the NAU S&S Guidelines and lesson plan format. Explanation statement included.	<input type="checkbox"/>	<input type="checkbox"/>

15. *Communication	No more than three pages. Present examples of communicating informational, instructional and assessment information. Includes 1 parent letter, 1 Fitnessgram letter to a student, 1 handout that provides students' information for getting active outside of school, and 1 other example of communication with students and/or parents. Other ideas include a picture of a bulletin board, one phone call log (positive to parent/guardian), an email sent to parents/guardians, or picture of a display for a school open house.	<input type="checkbox"/>	<input type="checkbox"/>
16. *Technology	Present examples of your use of technology for preparation, communication with parents & students, and student use of technology in lessons. Must include a gradebook print out with calculations and comments used (MS Excel), a sample letter sent to students/parents developed using "Mail Merge", a lesson plan using technology (HR monitors, WebQuest, Pedometers, Video Camera's, other), and one other example of the professional use of technology. Explanation statement included.		
17. *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"/>	<input type="checkbox"/>
18. **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)	<input type="checkbox"/>	<input type="checkbox"/>
19. 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"/>	<input type="checkbox"/>
20. 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"/>	<input type="checkbox"/>

*** These sections all require a section divider**

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.

HS 425 – By the end of HS 425, the following must be completed: 3 ring binder, all section dividers with tabs, philosophy and resume drafts.

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/>

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

Sample Summary of Formal Assessments

Student Teacher: Bubba Bear - Sample Semester/Year: Spring 2006

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 7th week. See lesson 14 of 5th 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 1st lesson, had students circle picture of twisted shape, repeated assessment after 2nd 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 1st 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+

Teacher Work Sample

Effective teaching can be summarized as a cycle of pre-assessment, planning, teaching assessment & analysis, and reflection. For each of your teaching assignments, you are required to go through the following six step process, submitting work for each section to TaskStream.

Part I: Judges Prior Learning

Discuss how you will evaluate student knowledge/skill related to the targeted outcome. Make sure to identify the AZ standard, and how you will evaluate knowledge/skill. Make sure the assessment process is appropriate for students, and clearly differentiates levels of knowledge/skill.

Part II: Planning Instruction

Write your lesson plans and scope/block plan. Align your lesson objectives with appropriate AZ standard addressed in Part I. Content development should tightly connect with the lesson objectives and include an appropriate progression of learning tasks/activities to accommodate the levels of knowledge/skill determined. Must also include extensions to meet the needs of differentiated learners (children of higher and lower knowledge/skill).

Part III: Delivers Instruction

After teaching the lesson(s), briefly discuss/reflect on how the lesson was taught, the skill/knowledge of the students, what tasks/activities were selected or provided to students, how extensions were applied, and an overall reflection on your thought processes during the lesson.

Part IV: Post Assessment

Describe the assessment strategy taken to evaluate student skill/knowledge, the outcomes assessed, and how closely the post assessment aligned with the pre-assessment. Finally, address how closely the assessment was connected to the tasks/activities in which students participated.

Part V: Analyzes Data/Information

Summarize individual student performance differences from pre-test to post-test and summarize student progress. For students who did not meet objectives, describe what steps you would take in the future to help these students progress toward meeting objectives. For students who are of a higher skill/knowledge level than the targeted outcomes, what activities/strategies would you take to meet their needs.

Part VI: Reflection

Summarize your thoughts of the instructional process and discuss how you can use and have used this experience to improve your teaching performance in the immediate and distant future.

Approaches/Strategies

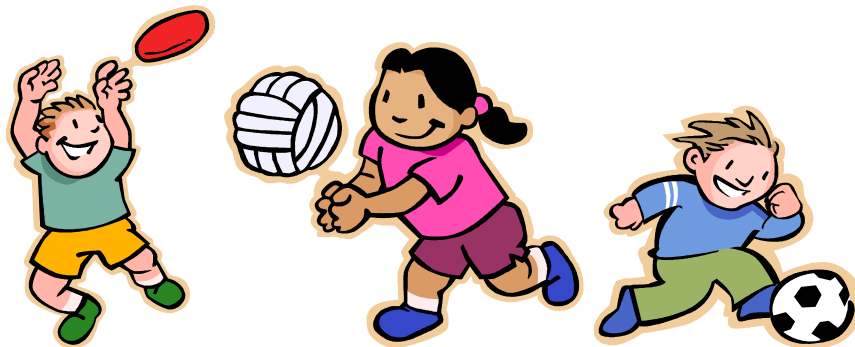
- Plan sequence and lessons to accommodate a wide variety of skill levels
 - Within a single lesson, observe students in motion, select most appropriate cue. Check for understanding on that cue during closure.
 - Within a single lesson, observe students, identify GLSP, select most appropriate tasks, provide extensions to individual students, assess GLSP at end of class noting any changes.
- Plan 5 lesson block plan/unit
 - Written pretest on first day, analyze results to refine instructional plans, provide tasks throughout unit including extensions for individuals. Assess at end of unit.

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

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



Block Plan and Scope & Sequence Template

Dates:	Friday						
	Thursday						
	Wednesday						
	Tuesday						
	Monday						
	Day/Period/Grade						

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

Sample Elementary Block Plan

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

Week: August 30 – September 3 (Week 1)						
Day/Period/Grade	Monday	Tuesday	Wednesday	Thursday	Friday	
1 st 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 nd 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 rd Period 10:00 – 10:55 Prep	Prep	Prep	Prep	Prep	Prep	
4 th period 11:00 – 11:55 Aerobic Dance	Introduction, locker room, protocols	Introduction, locker room, protocols				
5 th 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 th 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.**

Showcase Video

Instructions

The purpose of this assignment is for you to present a showcase video which demonstrates your mastery of many skills exhibited by effective teachers. You can present all of the skills below in one lesson, or edit your video as a compilation of many lessons during which these skills were demonstrated. Systematic observation forms for time, feedback and student practice are necessary to complete this assignment.

<u>Teaching Skill & Criteria</u>	<u>Time</u>
<ol style="list-style-type: none"> 1. Equipment & Boundaries <ul style="list-style-type: none"> <input type="checkbox"/> All equipment spread out <input type="checkbox"/> Boundaries clearly defined (cones) 2. Instant Activity (to music optional, but encouraged) <ul style="list-style-type: none"> <input type="checkbox"/> Students active within 30 seconds of arrival <input type="checkbox"/> All students physically active and involved <input type="checkbox"/> Does not require teacher attention 3. Instruction <ul style="list-style-type: none"> <input type="checkbox"/> Clear, concise, and brief (less than 60 secs per episode) 4. Set Induction <ul style="list-style-type: none"> <input type="checkbox"/> Appropriate to students <input type="checkbox"/> Gains the attention and interest of the class (motivation) <input type="checkbox"/> Explains purpose and relevance of lesson 5. Demonstrations <ul style="list-style-type: none"> <input type="checkbox"/> Present for relevant tasks <input type="checkbox"/> Complete – All applicable parts are shown (whole-part-whole, cue, exactly as expected of students) <input type="checkbox"/> Correct 6. Checking for Understanding <ul style="list-style-type: none"> <input type="checkbox"/> Teacher can determine whether all students understand (show me) <input type="checkbox"/> Done during the first ½ of lesson 7. Pinpoint <ul style="list-style-type: none"> <input type="checkbox"/> At least two students or groups simultaneously <input type="checkbox"/> Mixed gender (if applicable) 8. Accommodates Diverse Student Needs <ul style="list-style-type: none"> <input type="checkbox"/> Teaching by invitation: Students are able to choose difficulty of task <input type="checkbox"/> Intra-task variation: Teacher appropriately changes task(s) for individual students 9. Content Development <ul style="list-style-type: none"> <input type="checkbox"/> Informing tasks appropriate for class <input type="checkbox"/> Extensions, appropriate for class/students <input type="checkbox"/> Refinement/Cue (at least 1, maximum of 2), appropriate for majority of students <input type="checkbox"/> Challenge/application – appropriate for students, engaging 10. Feedback <ul style="list-style-type: none"> <input type="checkbox"/> Specific Congruent <input type="checkbox"/> Given to at least ½ of the students 	

11. Closure

- ☐ Check for understanding
- ☐ Reminds students what was covered and why

12. Teacher With-it-ness

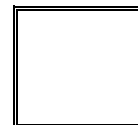
- ☐ Back to the wall
- ☐ Moves around gym
- ☐ Uses and reinforces protocols (stop & go, equipment, boundaries, etc...)

13. Professionalism

- ☐ Dressed appropriately (collared shirt, appropriate shoes & shorts/pants)

14. Activity time

- ☐ 50% or greater

**15. Waiting time**

- ☐ 5% or less

16. Management time

- ☐ 15% or less

17. Instruction time

- ☐ 30% or less

18. Time Management

- ☐ Begins at scheduled time
- ☐ Ends at scheduled time

Checklist:

- ☐ Lesson plan, posted on TaskStream.
- ☐ Time Coding Form, completed, posted on TaskStream.
- ☐ Feedback Analysis Form, completed, posted on TaskStream.
- ☐ Analysis of student practice, completed, posted on TaskStream.

Discussion and description of the application of effective teaching skills (if there are any skills listed on this form that are not demonstrated in this particular video, provide a brief description of how these were demonstrated in other lessons you have taught):

NAU Health Sciences Student Teaching
Parent Phone Call Log

1. Complete the first half of this form immediately following calling a student's home:

Student Teacher: _____ Date of Call: _____

Student Name: _____

Reason phone call was made:

Who answered the phone and whom did you talk with?

How did he/she react:

Total time spent beginning with looking up the phone number: _____

2. After observing the student in class, complete the rest of this form below:

How did the student behave the next day in class?

Do you think it was worth making the phone call? Explain.

Any other comments...

Physical Education Unit Plan Guide

One section of the portfolio is a unit plan that you develop, plan, and teach at a secondary school. Use the following guidelines for developing and displaying your unit plan. **Follow the NAU Unit plan guidelines and rubric.**

Cover Page

Includes title of unit, your name, instructor name & course #, semester, target age group & an appropriate graphic/picture

Unit Overview

Program Goals

In narrative form, provides overview of the goals of the unit and how these decisions were made based on expected characteristics of young adolescents (include national standard discussion). Accurately describes performance concepts and strategies addressed throughout unit (activity categories, game tactics, skill improvement principles, fitness principles), and how these contribute to improving motor skills and/or applied game/activity strategies, personal and social responsibility, fitness, and encouraging physical activity outside of physical education. Strategies discussed are realistic and relevant to the targeted age group, connect directly with state standards, and encompass ideas covered in course activities.

Equipment and Facilities

Lists in alphabetical order all materials, resources and facilities required to teach the unit. Materials and equipment listed represent developmentally appropriate choices with student safety (emotional and physical) an apparent consideration. Includes some reference to specific equipment from physical education equipment supply catalogs.

Prerequisites and Unit Objectives

Include at least 6 unit objectives that address Arizona State physical education standards (You must include at least one objective for standards #1 & 5, choose four others). Each standard represents an appropriately identified program or unit goal reflective of the identified state standard. The state standard PO is referenced accurately, and text is modified to represent an accurate and appropriate unit objective. Each standard then describes the assumed prerequisite skills or skill level that is expected for which the unit and unit objectives are appropriate. Prerequisite skills are connected to state standards as well when appropriate (for example, 5th grade PO is described as the expected prerequisite for a 6th grade unit PO).

Assessment Plan

Unit Objectives

For each of the unit objectives, briefly describe how student performance will be evaluated. The evaluation strategies for at least 4 of the 6 unit objectives must represent a realistic way to objectively evaluate student learning and performance, and accurately reflect the standard and objective addressed.

Other

Strategies clearly describe ways to include student self- and peer-assessments within lessons. References to lessons and/or handouts/materials are included if possible.

Calendar Block Plan

Give a brief overview of skills to be covered (in an appropriate progression) during each lesson in the unit using a calendar format. Must include 5 days/lessons. For each day, include

an overview of the purpose of the lesson, & types of tasks/activities proposed. Content is linked to unit objectives and prerequisites and represents a logical progression of learning outcomes and activities.

Lesson Plan

Follow the NAU HS lesson format. Provide **one lesson plan that best reflects your work as a teacher** (don't include them all – you have those in your resource notebook, this is a showcase portfolio, not comprehensive). Include all parts other than reflection. Lessons should include measurable learning outcomes connected with unit objectives, content developed to provide students opportunities to practice and meet lesson and unit objectives, and strategies appropriate for the targeted age group.

Other

Spelling, grammar, organization. 1 point off for every spelling and grammatical error. Each error results in the loss of an additional point. Proof Read!

Health Unit Plan Guide

1. Cover Page

- a. Title of unit, instructor name, date, target age group

2. Overview of Unit

- a. **Unit description** (*1 paragraph overview*)
- b. **Definition of terms** (vocabulary)
- c. **Facilities and Materials Needed**
- d. **End of unit objectives** (*Broader than lesson plan objectives*)
 - Link to National Health Education Standards
 - Must write at least 1 behavioral objective for standards #1, #3, and #5
 - Write additional objectives that address at least 2 other standards (of your choice) for a minimum total of 8 unit objectives

Example:

Unit Objectives allow for progress in skill and knowledge over the course of the entire unit rather than just for 1 lesson. What do you want students to know and be able to do by the end of the unit? (Refer to Performance Indicators in The Scope and Sequence Chart starting on P. 895 in Meeks.)

Standard # 1: Write objectives that address this standard.

Ie: Analyze how individual lifestyle choices influences health and wellness.

Level of Bloom's Taxonomy _____

Standard # 3: Write objectives that address this standard.

Ie: Analyze a personal assessment to determine health strengths and risks

Level of Bloom's Taxonomy _____

Standard # 5: Write objectives that address this standard.

Ie: Demonstrate effective refusal skills to avoid potentially harmful situations

Level of Bloom's Taxonomy _____

Standard #__: Write objectives to standard of choice.

Standard #__: Write objectives to standard of choice.

e. **Scope of Unit**

- List entry and exit level skills and knowledge to be covered.

Example:

Entry Level: *Students know the 4 food groups but are unable to identify a wide array of foods for each group or the correct number of serving sizes needed daily. (Assess after pre-test)*

Exit Level: *Students will be able to plan a daily menu of foods they like and meet the recommended number of servings in each food group.*

3. Calendar Block Plan

- a. **Include a week by week lesson overview using a calendar format**

Mon, March 24	Wed, March 26	Mon, March 31	Wed, April 2
---------------	---------------	---------------	--------------

Lesson Title Brief Overview	Lesson Title Brief Overview	Lesson Title Brief Overview	Lesson Title Brief Overview
--------------------------------	--------------------------------	--------------------------------	--

4. Class Handouts/Task Sheets/Resource Materials

Include all materials students were given during the course of the unit.

5. Evaluation Procedures for the Unit

Show how you determined the extent to which each unit objective was achieved by your students.

- Provide a copy of the pre/post test used (or a description of what was done if a written assessment was not done).
- Include a summary of the class's pre and post- test results or data to show how you determined whether or not each of the 8 unit objectives was reached.

6. Unit Self Evaluation/Reflection/ Modifications

If you were to teach this unit again, what would you do the same/ differently? Why?

Complete this section at the conclusion of the unit

Elementary Scope, Sequence & Lesson Plans

The purpose of this assignment is for you to demonstrate knowledge and the application of developmentally appropriate physical education, skill themes and movement concepts by presenting a yearly scope & sequence for grades K-5. Additionally, content will be thoroughly developed for one assigned skill theme. Following is a detailed description of the specific parts of this assignment to be completed.

A. Program overview:

Describe the focus of the elementary physical education program, and what students will learn from kindergarten to grade 5. Include why this is important, and how it is relevant to K-12 schools (think standards), and the nation (think obesity and how skill development is relevant). Explain the physical education scope, and why decisions were made to teach certain skill themes/movement concepts at different grade levels. Your school has allocated one 30 minute physical education class/week for grades K-3, and two 30 minute classes/week for grades 4-5.

B. Elementary Physical Education Scope

In tabular format, list the content that will be taught, and the number of days dedicated to each topic. Develop this scope for an entire school year, which includes 36 physical education lessons for grades K-3, and 72 lessons for grades 4-5. Summarize each by displaying the total number of lessons devoted to teach topic, and the percentage of the school year dedicated to that particular theme. This section should be consistent with the program overview.

Sample Scope

Skill Theme/Movement Concept	K-1	2-3	4-5
Traveling	3 (8.3%)	2 (5.6%)	2 (2.8%)
Jumping & Landing	3 (8.3%)	2 (5.6%)	4 (5.6%)
Throwing & Catching		3 (8.3%)	10 (13.9%)
Protocols	4 (11.1%)	3 (8.3%)	4 (5.6%)
Total (%)	36 (100%)	36 (100%)	72 (100%)

C. Scope & Sequence

Develop a scope & sequence for grades K-5. Based on the scope developed (step B.), create a scope & sequence which outlines the order in which different skill themes will be taught.

Sample Scope & Sequence

Week	K-1	2-3	4-5
1	Protocols	Protocols	Protocols
			Throwing & Catching
2	Protocols	Traveling	Throwing & Catching
			Kicking & Punting
3	Space	Weight Transfer & Rolling	Skill Themes in Gymnastics
Total	36	36	72

D. GLSP Assessment

Develop a rubric with specific indicators for generic levels of skill proficiency. Describe what a teacher can use to identify student GLSP as they observe children participating in tasks for your assigned skill theme. Develop this rubric for the following levels.

Pre-Control	
Lower Control	

Control	
Upper Control	
Lower Utilization	
Utilization	

E. Content Development

For one assigned skill theme, thoroughly develop the content with informing tasks from pre-control to utilization level. Content must include informing tasks, extensions, cues, challenges, and organization. The GLSP of each informing task must be identified, as well as GLSP for any extensions that result in task difficulty changing enough to be considered at another level of difficulty. A minimum of 10 pre-control, 20 control, and 10 utilization tasks are required. Tasks must be presented in order from simple to complex.

Informing	Extension	Cue	Challenge	Organization
Explore different ways of traveling on to and off of equipment (PC)	Go over larger equipment, stay on the ground	Find a new way	How many different ways of going on to and off of equipment can you find	Moving alone in a mass around different pads and apparatus spread throughout space
Travel onto and off of apparatus by putting your hands on the apparatus, feet on ground (MC)	Use the ground only (LC), go over a high beam (UC)	Strong arms, tight muscles, extensions, smooth, alignment	Can you do the same weight transfer over two different apparatus?	Moving alone in a mass around different pads and apparatus spread throughout space
Sequence one weight transfer off of an apparatus with a locomotor movement to another apparatus – repeat transfer (LU)	Remain on narrow and high apparatus entire time (UU) Do movement on floor (UC)	Smooth transitions, extensions	Follow the leader with a partner – one partner does their moves, other copies	Working alone in general space with apparatus of choice
Use the following key to identify GLSP of each task and any necessary extensions: PC = Pre Control LC = Lower Control C = Middle Control UC = Upper Control LU = Lower Utilization U = Middle Utilization UU = Upper Utilization				

Health Lesson Plan Format

Sample Health Lesson Plan

Instructor: **Ms. L**

Lesson Title: (capture student interest) **'Walk the Line'**

Health Content Area: **Alcohol, Tobacco, and Other Drugs**

Specific Topic (within content area): **Resistance Skills**

Situation (gr level, # students): **22, 8th graders**

Initial Set-up/Organization:

*1 index card on each desk -Desks in Horseshoe
On bd: Lesson Agenda/Overview/Announcements
'Do Now'- Be thinking about a situation within
the 1st 2 weeks where you were pressured to do
something that you didn't want to do.*

Materials Needed:

25 Index cards

Standard 1: *Students will comprehend concepts related to health promotion and disease prevention to enhance health.*

Objective: *Each student will describe, in writing, a situation that they have experienced within the past 2 wks. where they were pressured to do something that they did not want to do.*

Knowledge Comprehension Application Analysis Synthesis Evaluation

EVIDENCE OF STUDENT LEARNING: *Scenario described on an index card*

Standard 2-8: #4 *Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks*

Objective: *After a demonstration and description of the differences between aggressive, passive, and assertive behaviors, students will correctly identify each of the 3 when role -played by the instructor*

Knowledge Comprehension Application Analysis Synthesis Evaluation

EVIDENCE OF STUDENT LEARNING: *Check for Understanding*

Standard 2-8: #4 *Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks*

Objective: *After a mini-lecture and demonstration of the 3 steps of A.S.K. resistance skills, each students will correctly record the 3 steps on an exit slip.*

Knowledge Comprehension Application Analysis Synthesis Evaluation

EVIDENCE OF STUDENT LEARNING: *Exit Slip*

Standard 2-8: #7 *Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce risks.*

Objective: *Each student will provide accurate feedback re: the effectiveness of the resistance skills utilized when demonstrated with teacher-student role plays*

Knowledge Comprehension Application Analysis Synthesis Evaluation

EVIDENCE OF STUDENT LEARNING: *Check for Understanding*

Energizer (Instant Activity): *Link to the lesson 'Right choice' Refusal Skills- Jackson: More Activities that Teach p. 246*

Rock, Paper Scissors. 1st time through with leader and entire class. 2nd time through the leader tells class beforehand whether she is going to do r/p/or s. Discussion: (If you know what the other person is going to do (or more information/details about the situation) it makes your choice easier.)

Task	Description	Extensions	Organization/ Management
<i>Students' describe pressure situations they've encountered</i>	<i>Students work alone and describe a situation that occurred within the last 2 weeks where they were pressured to do something that they didn't want to do. <u>These will be kept anonymous!</u> The instructor will read several of these anonymously after screening them first.</i>	<i>Describe an additional scenario on the back side of the card if they finish and have additional time.</i>	<i>Individually at desks Desks in horseshoe</i>
<i>Demonstration of passive, aggressive, and assertive</i>	<i>Instructor demonstrates each of the 3 responses with a brief explanation of each so that the differences between them are clear.</i>		<i>Same</i>
<i>Introduction to A.S.K. steps to resist negative pressure</i>	<i>Instructor will provide a brief overview and demonstrate the 3 steps of A.S.K. (Ask Questions- Say no- Know alternatives)</i>		<i>Same</i>
<i>Demonstration/Role Play of the A.S.K. Steps</i>	<i>Instructor demonstrates the A.S.K. steps while doing a role play with a student volunteer. Students in the class will critique each of the role plays for each of the 3 steps and the effectiveness of the assertive response.</i>		<i>Use the tab key to create additional rows</i>

Closure: *You always have a choice. When you feel like you have no options you are being pressured.
How can you determine whether or not a situation is likely to lead to trouble?*

Modifications/ Reflections:

--

Physical Education Lesson Plan Format

Instructor: i.e: *Ms. Peppy, Mountainside Elem. School*

Activity: i.e: *Jumping & Landing*

Situation: i.e: 25, 4th graders / Outdoor Class

Equipment Needed: i.e: *10 cones, 25 jump ropes, 6 soccer balls*

Objectives: Should be measurable- *How will you know if they have been achieved?*

(Include behavior, conditions, and level of proficiency)

By the end of class students will (consult national standards):

Standard 1:

Standard 2:

1 for choice of standards 3-7:

Instant Activity: Get the children moving! Provide a few minutes of vigorous activity before beginning instruction. Keep it short and simple!

Set Induction: Focus on what you specifically want them to learn.

Purpose- Link to future

Transfer- Link to past, a point of reference- something they already know.

Motivation- Make it interesting! ie: "At the end of this lesson you'll be able to...."

Content Development: *(Number of tasks will depend on the lesson and objectives)*

Informing Task	Extension	Cue	Challenge	Organization
Provide students with information about the task.	Makes the task easier or harder to match the developmental level of the children. Harder- i.e. Move farther from the target Easier- i.e. Move closer to the target	Provide cues to help them learn a skill quickly and correctly. i.e. Elbow up-reach-pull!	(If appropriate for task) Provide a challenge to the children to maintain their interest in the task i.e.” How many times can you jump rope in 1 minute?”	Briefly describe how the students will be organized for the task. (open squad, circle formation, general space, etc.
Task 2				
Task 3				
<i>Assessment Task – when conducting assessments, italicize the text</i>		<i>Include your rubric for how you will classify skill in the cue box</i>		
Number of tasks depends on objectives and context of lesson				

Closure: *2-3 Minutes Quickly review the key points of the lesson that were emphasized throughout the class.*

Provides evidence of learning from students

Ask students to SHOW understanding whenever possible

Gives teacher knowledge of results

Reflections: *Were the lesson objectives met?*

What modifications would you make the next time you teach this lesson?

What will you focus on the next time you teach this class of students (classroom management,

Strategy for high maintenance students, instructional approach, etc.) ?

Lesson plans must be completed and presented in your resource notebook before teaching, and immediately after teaching.

Reflections include handwritten notes throughout the plan, as well as any other comments at the end of the lesson.

Teaching Evaluation Forms



NORTHERN ARIZONA UNIVERSITY

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

Resource Notebook & Assignment Summary

Behind On-Track Complete

Name & Schedules: ☐ ☐ ☐

Block Plan/Calendar: ☐ ☐ ☐

Lesson Plans (with reflection): ☐ ☐ ☐

Assessments # Completed: 0 1 2 3 4 5 6 7

Evaluations/Observations: ☐ Missing ☐ Present

Phone/Communications: # Completed: 0 1 2 3 4

Handbook: ☐ Missing ☐ Present

Professional Portfolio: ☐ Behind ☐ On Track ☐ Complete

Comments:

Summarize student's strengths:

Areas that need improvement/Goals for next observation:

Student Teacher Signature: _____

University Supervisor Signature: _____

Cooperating Teacher Signature: _____

White: Student Teacher Canary: Cooperating Teacher Pink: University Supervisor Goldenrod: NAU



College of Education

Student Teaching Evaluation Form

Student Teacher: _____ ID#: _____ Evaluation: ☐ Midpoint ☐ Final

Completed by:

☐ Cooperating Teacher

☐ Supervisor

☐ Student Teacher

Coop: _____ Date: _____

School: _____ Subject: _____

District: _____ Grade Level: _____

Designing and Planning Instruction		N-Not Applicable/Not Observed	1-Not meeting expectations	2-Meeting expectations	3-Exceeding expectations
Focuses instruction on applicable academic standards (1.6)	N 1 2 3		Incorporates appropriate assessment of student progress		N 1 2 3
Includes learning experiences that are developmentally appropriate for learners (2.1)	N 1 2 3		Addresses any physical, mental, social, cultural, and community differences among learners (6.2)		N 1 2 3
Includes learning experiences that are appropriate for curriculum goals (6.1)	N 1 2 3		Includes learning experiences that address a variety of cognitive levels		N 1 2 3
Addresses prior knowledge of individual and group performance	N 1 2 3		Includes appropriate use of a variety of methods, materials, and resources (6.3)		N 1 2 3
Define & prioritize short and long term curriculum goals (6.1)	N 1 2 3		Aligns curriculum with the student assessments (6.2)		N 1 2 3
Includes learning experiences that are based upon principles of effective instruction (6.4)	N 1 2 3		Reviews his or her practices and evaluates the influences of his or her practices on student growth and learning (8.1)		N 1 2 3
Accesses resources and services to foster student learning (3.2)	N 1 2 3		Includes learning experiences that accurately represent content (6.5)		N 1 2 3
Creates & Maintains a Positive Learning Environment					
Establishes and maintains standards of mutual respect	N 1 2 3		Provides a motivating learning environment		N 1 2 3
Displays effective classroom management	N 1 2 3		Promotes appropriate classroom participation		N 1 2 3
Applies to daily practice the ethics of the profession	N 1 2 3		Organizes materials, equipment, and other resources appropriately (4.2)		N 1 2 3
Respects the individual differences among learners	N 1 2 3		Listens thoughtfully and responsively		N 1 2 3
Facilitates people working productively and cooperatively with each other (4.4)	N 1 2 3		Encourages the student to demonstrate self-discipline and responsibility to self and others (4.4)		N 1 2 3
Implements & Manages Instruction					
Appropriately implements a teacher-designed lesson plan	N 1 2 3		Encourages critical thinking		N 1 2 3
Maximizes the amount of class time students are engaged in learning (4.2)	N 1 2 3		Connects lesson content to real life situations when appropriate		N 1 2 3
Uses strategies that are appropriate to students' developmental levels (6.3)	N 1 2 3		Uses technology and a variety of instructional resources appropriately (9.1)		N 1 2 3
Incorporates strategies which address the diverse needs of learners, and demonstrates multicultural sensitivity (2.1)	N 1 2 3		Uses a variety of effective teaching strategies to engage students actively in learning (4.2)		N 1 2 3
Communicates to students specific standards and high expectations for learning	N 1 2 3		Links learning with students' prior knowledge, experiences, and backgrounds (6.2)		N 1 2 3
Models the skills, concepts, attributes, or thinking processes to be learned (1.2)	N 1 2 3		Provides opportunities for students to use and practice what is learned		N 1 2 3
Demonstrates effective written and oral communication (5.1)	N 1 2 3		Adjusts instruction based on feedback from students		N 1 2 3
Assesses Learning & Communicates Results					
Promotes student self-assessment (7.3)	N 1 2 3		Maintains privacy of student records and performance		N 1 2 3
Uses a variety of appropriate formal and informal assessments aligned with instruction (7.2)	N 1 2 3		Offers students and parents appropriate feedback on progress toward learning expectations		N 1 2 3
Maintains records of student work and performance and uses them to guide instructional decisions (7.4)					N 1 2 3
Professional Conduct					
Collaborates with colleagues to achieve teaching goals	N 1 2 3		Demonstrates initiative		N 1 2 3
Shows enthusiasm and a positive attitude	N 1 2 3		Maintains an appropriate appearance		N 1 2 3
Prepared to meet responsibilities of the day well before school day starts	N 1 2 3		Addresses teachers, administrators, and university supervisor with respect		N 1 2 3
Accepts constructive criticism in a professional manner and makes adjustments	N 1 2 3		Demonstrates productive leadership and team membership skills that facilitate the development of mutually beneficial goals		N 1 2 3
Uses student names (asks when doesn't know)	N 1 2 3		Demonstrates use of voice projection and inflection		N 1 2 3
Establishes positive rapport with students	N 1 2 3		Addresses students with respect		N 1 2 3
Responds appropriately to student needs	N 1 2 3		Has high student expectations for learning and behavior		N 1 2 3
Fulfills requirements of attendance and punctuality	N 1 2 3		Displays confidence		N 1 2 3
Open to new ideas, teaching methods, culture, etc...	N 1 2 3		Demonstrates ethical behavior and reasoning		N 1 2 3
Demonstrates caring and empathic disposition	N 1 2 3				

Comments:

Cooperating Teacher Signature _____ Date _____

University Supervisor Signature _____ Date _____

Student 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.

Aligned with AZ Professional Teaching Standards	White: Student Teacher	Canary: Cooperating Teacher	Pink: University Supervisor	Goldenrod: NAU
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Health Sciences: Physical Education & School Health Student Teaching Evaluation Form

Student Teacher: _____

ID#: _____

Evaluation: ☐ Midpoint ☐ Final

Completed by: _____

Coop: _____

Date: _____

☐ Cooperating Teacher☐ Supervisor

School: _____

Subject: _____

☐ Student Teacher

District: _____

Grade Level: _____

Designing and Planning Instruction	N-Not Applicable/Not Observed	1-Not meeting expectations	2-Meeting expectations	3-Exceeding expectations
Objectives are clear, specific and measurable & include cues	N123	Extensions included in plan to accommodate differences among learners		N123
Designs and implements safe, developmentally appropriate lessons based on principles of effective instruction. (6.4)	N123	Plans include strategies and activities integrating learning from other subject areas (6.6)		N123
Tasks, resources and materials are developmentally appropriate (6.7)	N123	Plans include cues appropriate for students and tasks (6.9)		N123
Creating and Maintaining a Positive Learning Environment				
Ensure students work with a variety of classmates through effective grouping strategies	N123	Uses managerial routines creating smoothly functioning learning experiences (4.1)		N123
Effective management of discipline problems (proximity control, person-to-person dialogue, time-outs, back to wall etc.) (4.5)	N123	Class rules, expectations, and routines established and reinforced (4.5)		N123
Students are on task	N123	The student teacher effectively used start/stop signals		N123
Student safety (psychological and physical) is a priority	N123	Communicates in ways sensitive to all students (5.3)		
Implementing & Managing Instruction				
Selects most appropriate tasks & extensions from lesson plan to facilitate student success (2.3)	N123	Extensions that accommodate differences in skill levels are implemented (2.2)		N123
Resources (space, students, equipment) organized to maximize academic learning time, minimize management & waiting. (4.2)	N123	Uses a variety of strategies to encourage students to be physically active in and out of school (4.3)		N123
The student teacher adjusts the lesson to enhance learning	N123	Teaching strategies other than direct instruction are implemented (6.10)		N123
Instructions and demonstrations are concise and clear (5.1)	N123	The most appropriate cues are selected to meet student needs (3.1)		N123
The student teacher uses feedback specific to skill cues (specific congruent)	N123	Selects and implements appropriate instructional strategies considering context, students and the environment (6.3)		N123
The students demonstrate understanding (checking for understanding)	N123	Uses appropriate strategies to help students demonstrate personal/social responsibility (4.4)		N123
Provides accurate and appropriate skill demonstrations (6.8)	N123	Teaching and management strategies enhance student interaction (5.4)		N123
Professional Conduct				
Student Teaching Notebook current and complete	N123	Serves as a role model for health, personal fitness, and enjoyment of physical activity participation		N123
Content Knowledge				
Skill Themes, movement concepts	N123	Team/individual sports, other content (n/a to elementary)		N123
Describe and apply bioscience (anatomical, physiological, biomechanical) and psychological concepts to skillful movement, physical activity, and fitness. (1.4)	N123	Describe performance concepts and strategies related to skillful movement and physical activity (1.3)		N123
Models competent motor performance (1.2)	N123	Principles of health-related physical fitness and principles of training		N123
Applications and activities integrate learning and content	N123	Critical elements and developmental progressions (1.1, 6.9)		N123
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.

White: Student Teacher Canary: Cooperating Teacher Pink: University Supervisor Goldenrod: NAU

Teaching Evaluation Form 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.

3 - 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>An “excellent” mark indicates students have surpassed the expectations of a Northern Arizona University student teacher after completion of the entire student teaching experience.</p>
2 - 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>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.</p>
1 – 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>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.</p>
N – Needs Work or Not Observed	<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>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.</p>

Student Teacher Agreement

I acknowledge that I have read and understood the aforementioned written material that is presented in this student teaching handbook. In addition this material was presented to me verbally and I have had a chance to ask and receive answers to questions about any unclear expectations or statements. I also understand that situations will arise during my student teaching experience that this handbook could not possibly cover. These situations will be handled on an individual basis.

Students PRINTED Name: _____

Student Signature: _____

Date: _____ **Semester:** _____

Please detach and turn in to the student teaching supervisor