

HOFSTRA UNIVERSITY
SCHOOL OF EDUCATION



HOFSTRA
UNIVERSITY®

HANDBOOK



Department of Specialized Programs in Education:

PHYSICAL EDUCATION
STUDENT TEACHING

Revised: August 2021

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INFORMATION

FOR THE

STUDENT TEACHER

STUDENT TEACHING HANDBOOK

PHYSICAL EDUCATION

Revised: August 2021

**This handbook has been developed to assist you in completing the written and online requirements for your “Unit Plan and Resource Notebook”.
Please note that additional information is available on TK20 and Blackboard.**

MISSION OF THE SCHOOL OF EDUCATION

The faculty of the Hofstra University School of Education is dedicated to the preparation of reflective and knowledgeable professionals who use scholarship to inform their practice. Collectively, we strive toward a more just, open and democratic society as we collaborate with and learn from children, adolescents, and adults in diverse social and cultural settings.

We encourage and support the scholarship and practice of our colleagues and students in their professional lives; our endeavors include research that contributes to the knowledge base for educators. Thus, it is our intent to establish the School of Education as a place which nurtures communication, collaboration, and leadership both at Hofstra and in community settings.

CONCEPTUAL FRAMEWORKS

Our mission is to prepare reflective, highly skilled scholar-practitioners in Physical Education who have a broad understanding of, and skills related to, health-related fitness and human movement. The goal is to prepare physical education teachers who use their knowledge and skills to teach human movement resulting from participation in physical activity; and evaluate fitness levels, prescribe and lead personal exercise programs. The professional preparation programs within the program provides all students with an education that is grounded in the natural sciences, social sciences, and humanities and encourage a commitment to lifelong learning and reflective professional practice informed by scholarship. The curricula are designed to enable students to develop mastery of disciplinary knowledge and integrate theory with practice through theory-informed, reflective, interactive classroom, clinical, and other field-based learning experiences.

COLLABORATION BETWEEN UNIVERSITY AND SCHOOL PARTNERS

In accordance with the requirements of Hofstra's accrediting organization, the parties agree to construct a mutually beneficial partnership for clinical preparation and share responsibility for the continuous improvement of candidate preparation. The parties agree to regularly discuss collaboration in establishing mutually agreeable expectation for candidate's entry, preparation and exit; ensuring that theory and practice are linked; maintaining coherence across clinical and academic components of preparation; and the sharing of accountability for candidate outcomes. The parties also agree to regularly discuss selection criteria for high quality cooperating teachers and supervisors as well as collaborating on their preparation to serve in the role and supporting them during their service. These activities promote the retention of high quality cooperating teachers and university supervisors for the purpose of providing the best possible training of pre-service aspiring teachers.

Bachelor and Masters Programs in Physical Education

These initial level teacher education programs are designed to prepare reflective scholar-practitioners in physical education who are able to plan and implement safe, effective, innovative, developmentally appropriate curriculum and instruction related to the NASPE K-12 Physical Education Content Standards (1995) and the New York State Physical Education Learning Standards (1996) in public schools and other settings in which physical education instruction may take place. The aim of the program is to help teacher candidates develop knowledge and skills from a broad perspective, with an emphasis on the promotion of healthy lifestyle skills and attitudes through lifespan involvement in physical activity through a variety of sport, fitness, aquatics, outdoor adventure, and dance activities.

As a foundation for their professional preparation, physical education teacher candidates complete a general education core in the liberal arts and sciences including study in artistic expression, oral and written communication, history and social sciences, humanities, scientific and mathematical processes, and information retrieval. These courses are intended to help teacher candidates develop skills, understanding, and dispositions that will support and inform their physical education professional preparation learning experiences.

Human movement is the unique content of physical education. Thus, the content core of the teacher preparation programs is designed to provide teacher candidates with opportunities to develop the multidimensional human movement knowledge and skill base necessary for effective teaching. Learning experiences in the various forms of human movement activities provide teacher candidates with understanding of and skill in the content that they will use in their teaching. Teacher candidates study the sub disciplines of physical education to gain knowledge that will result in theory-informed planning, instruction, and assessment.

The pedagogy core provides teacher candidates with a variety of opportunities through courses, field placements, internships, and teaching practice to develop knowledge, understanding, dispositions and skills related to:

- Human developmental and learning processes
- Creating a safe and nurturing learning environment for students with diverse needs, learning styles, experiences, cultural backgrounds, languages, abilities, and disabilities.
- Communication and motivation
- Curriculum and instructional planning
- Effective teaching and assessment
- Use of physical activity to develop critical thinking skills and positive personal and social behavior
- Use of instructional and information technology
- Collaboration with colleagues, parents, and community
- Professional development

Program Outcomes:

The specific teacher candidate outcomes of these programs are to:

- Demonstrate understanding of content knowledge in physical education sub disciplines and application of disciplinary content to teaching, skillful movement, physical activity, and fitness.
- Demonstrate competent motor skill performance in a variety of physical activities.
- Demonstrate knowledge of New York State Learning Standards for Physical Education and National Association for Sport and Physical Education K-12 Physical Education Content Standards and use this knowledge as the basis for planning and implementation of curriculum and instruction.
- Discuss current physical education/activity issues and laws based on historical, philosophical, and sociological perspectives.
- Demonstrate understanding of human growth, development, and learning by designing safe, developmentally appropriate, learning/practice opportunities that support development and promote learning in the physical, cognitive, and affective domains.
- Demonstrate understanding of the ways in which individuals differ in their approaches to learning by identifying, selecting, and implementing appropriate instruction sensitive to students' strengths/weaknesses, needs, learning styles, and experiences.
- Use a variety of strategies to create a safe, productive learning environment that encourages students to demonstrate responsible personal and social behavior, active engagement learning, and self-motivation.
- Communicate effectively in ways that demonstrate sensitivity to all students
- Use a variety of communication strategies to enhance learning and foster communication among students
- Plan and implement safe, developmentally appropriate, effective learning experiences that evidence application of disciplinary and pedagogical knowledge.
- Create short and long-term plans based on student needs and appropriate program and instructional goals that are consistent with state and national standards.
- Select and use appropriate teaching resources and curriculum materials
- Develop and use effective appropriate instructional cues that facilitate learning of a variety of motor skills.
- Use effective demonstration and explanation techniques
- Effectively use a wide variety of teaching styles and instructional formats that are appropriate to the learner and the task to facilitate student learning.
- Appropriately use a variety of authentic and traditional assessments to determine achievement, provide feedback, to inform short and long term planning and guide selection of learning experiences and instructional strategies.

- Use a reflective cycle involving description, justification, and critique of teaching performance and use it to inform teaching goal-setting, implementation of teaching behavior changes, and construction of a professional development plan.
- Use a variety of information and instructional technologies for communication, networking, locating resources, learning and professional development, and teaching.
- Apply knowledge of legal, ethical, and professional issues related to physical education to their teaching, and work with parents, colleagues, and administrators in the school and community.

COURSE RATIONALE

This course has two constituent parts: 1) a student teaching field experience in an appropriate school/grade setting which allows practice of teaching in the licensure area(s); and 2) a weekly seminar that deals with deconstructing the field experience, reflecting on alternative methods, professional issues, and adding to the professional knowledge base. Lesson plans, projects and assessments are reviewed. Participants also discuss self-generated topics and issues. The seminar focuses on student teaching problems and stressors such as classroom and time management, and student motivation. Student teachers share their experiences as they seek to improve their competency and skills. They reflect on and critically analyze the nature of teaching and learning and initiate self-reflection for the purpose of improved instructional practice. They reflect on the impact of one's teaching on student learning and adjust instruction accordingly. They seek and respond to constructive criticism from college professors, cooperating teachers and/or the university supervisors, and their fellow student teachers. They explore means for implementing constructive suggestions into future lessons. Students reflect critically on their own professional development and intellectual growth. These seminars add to the process of becoming lifelong learners and provide opportunities for professional reflection and sharing, professional collaboration, and case study analysis in order to develop the knowledge, skills, and dispositions of a professional educator at the determined grade levels and subject areas.

Academic Honesty

All students are expected to abide by the University's Policy on Academic Honesty, which can be found on the Hofstra University website. Procedures for handling violations of academic honesty by students at Hofstra University are also available on the Hofstra website.

Disability Support

If you have documented disability-related concerns that may have an impact upon your performance, please meet with the Coordinator within the first two weeks of the semester. Accommodations are provided on an individualized basis after the needs, circumstances and documentation have been evaluated by Service for Students With Disabilities (SSD), which is located in 212 Memorial Hall. Phone: 516-463-7075 or contact ssd@hofstra.edu.

NEW YORK STATE CODE OF ETHICS FOR EDUCATORS

Statement of Purpose

The Code of Ethics is a public statement by educators that sets clear expectations and principles to guide practice and inspire professional excellence. Educators believe a commonly set of principles can assist in individual exercise of professional judgment. This code speaks to the core values of the profession. “Educator” as used throughout means all educators serving New York State schools in positions requiring a certificate, including classroom teachers, school leaders and pupil personnel service providers.

Principle 1. Educators nurture the intellectual, physical, emotional, social and civic potential of each student.

Educators provide growth in all students through the integration of intellectual, physical, emotional, social and civic learning. They respect the inherent dignity and worth of each individual. Educators help students value their own identity, learn more about their culture heritage, and practice social and civic responsibilities. They help students to reflect on their own learning and connect it to their life experience. They engage students in activities that encourage diverse approaches and solutions to issues, while providing a range of ways for students to demonstrate their abilities and learning. They foster the development of students who can analyze, synthesize, evaluate and communicate information effectively.

Principle 2. Educators create, support, and maintain challenging learning environments for all.

Educators apply their professional knowledge to promote student learning. They know the curriculum and range of strategies and assessments to address differences. Educators develop and implement programs based on a strong understanding of human development and learning theory. They support a challenging learning environment. They advocate for necessary resources to teach higher levels of learning. They establish and maintain clear standards of behavior and civility. Educators are role models, displaying the habits of mind and work necessary to develop and apply knowledge while simultaneously displaying a curiosity and enthusiasm for learning. They invite students to become active, inquisitive, and discerning individuals who reflect upon and mentor their own learning.

Principle 3. Educators commit to their learning in order to develop their practice.

Educators recognize that professional knowledge and development are foundations of their practice. They know their subject matter, and they understand how students learn. Educators respect the reciprocal nature of learning between educators and students. They engage in a variety of individual and collaborative learning experiences essential to develop professionally and to promote student learning. They draw on and contribute to various forms of educational research to improve their own practice.

Principle 4. Educators collaborate with colleagues and other professionals in the interest of student learning.

Educators encourage and support their colleagues to build and maintain high standards. They participate in decisions regarding curriculum, instruction and assessment designs, and they share responsibility for the governance of schools. They cooperate with community agencies in using resources and building comprehensive services in support of students. Educators respect fellow professionals and believe that all have a right to teach and learn in a professional and supportive environment. They participate in the preparation and induction of new educators and in the professional development for all staff.

Principle 5. Educators collaborate with parents and community, building trust and respecting confidentiality.

Educators partner with parents and other members of the community to enhance school programs and to promote student learning. They also recognize how cultural and linguistic heritage, gender, family and community shape experience and learning. Educators respect the private nature of the special knowledge they have about students and their families and use that knowledge only in the students' best interest. They advocate for fair opportunity for all children.

Principle 6. Educators advance the intellectual and ethical foundation of the learning community.

Educators recognize the obligations of the trust placed in them. They share the responsibility for understanding what is known, pursuing further knowledge, contributing to the generation of knowledge, and translating knowledge into comprehensive forms. They help students understand that knowledge is often complex and sometimes paradoxical. Educators are confidantes, mentors and advocates for their students' growth and development. As models for youth and the public, they embody intellectual honesty, diplomacy, tact and fairness.

Standards & Guidelines for Physical Education Teacher Education

These standards are intended to describe the minimal competencies expected of a beginning physical education teacher. Even experienced physical educators, however, can continually refresh their professional development by reviewing the standards and elements and evaluating their knowledge, skills and dispositions at the acceptable and target levels.

Note: Throughout the standards, elements and rubrics that follow, the term *teacher candidate(s)* refers to pre-service teachers in an initial preparation program.

Standard 1: Scientific and Theoretical Knowledge

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

Elements – Teacher candidates will:

- 1.1 Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness.
- 1.2 Describe and apply motor learning and psychological/behavioral theory related to skillful movement, physical activity and fitness.
- 1.3 Describe and apply motor development theory and principles related to skillful movement, physical activity and fitness
- 1.4 Identify historical, philosophical and social perspective of physical education issues and legislation
- 1.5 Analyze and correct critical elements of motor skills and performance concepts.

Standard 2: Skill and Fitness Based Competence*

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

Elements – Teacher candidates will:

- 2.1 Demonstrate personal competence in motor skill performance for a variety of physical activities and movement patterns.
- 2.2 Achieve and maintain a health-enhancing level of fitness throughout the program
- 2.3 Demonstrate performance concepts related to skillful movement in a variety of physical activities.

* To avoid discrimination against those with disabilities, physical education teacher candidates with special needs are allowed and encouraged to use a variety of accommodations and/or modifications to demonstrate competent movement and performance concepts (modified/adapted equipment, augmented communication devices, multi-media devices, etc.) and fitness (weight-training programs, exercise logs, etc.)

Standard 3: Planning and Implementation

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

Elements – Teacher candidates will:

- 3.1 Design and implement short- and long-term plans that are linked to program and instruction goals, as well as variety of student needs.
- 3.2 Develop and implement appropriate (e.g., measurable, developmentally appropriate, performance-based) goals and objectives aligned with local, state and/or national standards
- 3.3 Design and implement content that is aligned with lesson objectives
- 3.4 Plan for and manage resources to provide active, fair and equitable learning experiences.
- 3.5 Plan and adapt instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionalities.
- 3.6 Plan and implement progressive and sequential instruction that addresses the diverse needs of all students
- 3.7 Demonstrate knowledge of current technology by planning and implementing learning experiences that require students to appropriately use technology to meet lesson objectives.

Standard 4: Instructional Delivery and Management

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

Elements – Teacher candidates will:

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

Standard 5: Impact on Student Learning

Physical education teachers candidates use assessments and reflection to foster student learning and informed decisions about instruction.

Elements – Teacher candidates will:

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

Standard 6: Professionalism

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

Elements – Teacher candidates will:

- 6.1 Demonstrate behaviors that are consistent with the belief that all students can become physically educated individuals
- 6.2 Participate in activities that enhance collaboration and lead to professional growth and development.
- 6.3 Demonstrate behaviors that are consistent with the professional ethics of highly qualified teachers
- 6.4 Communicate in ways that convey respect and sensitivity.

New York State Learning Standards for Physical Education

Standard One: Personal Health and Fitness

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

Key Idea:

- 1a: Students will perform basic motor and manipulative skills. They will attain competency in a variety of physical activities and proficiency in a few select complex motor and sports activities
- 1b: Students will design personal fitness programs to improve cardio respiratory endurance, flexibility, muscular strength and endurance, and body composition.

Standard Two: A Safe and Healthy Environment

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

Key Idea:

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

Standard Three: Resource Management

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

Key Idea:

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

The State Department. Learning Standards for Health, Physical Education, and Home Economics, 1996. The University of the State of New York

National Standards for Physical Education, SHAPE

SHAPE America's National Standards & Grade-Level Outcomes for K-12 Physical Education define what a student should know and be able to do as a result of a highly effective physical education program. States and local school districts across the country use the National Standards to develop or revise existing standards, frameworks, and curricula.

Standard 1

The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 2

The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 3

The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4

The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5

The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

**HOFSTRA UNIVERSITY
STUDENT TEACHER HANDBOOK**

The Physical Education Teacher Education Program

They physical education teacher education program at Hofstra consists of several important phases. Students beginning student teaching have completed the first phase through introductory courses, including methods courses, and through participation in field-based experiences in several schools. These experiences are designed to familiarize teacher candidates with the way students learn and interact, and the diversity of students as well as school cultures.

The **second phase** involves the assignment of the student teacher to a host school. Many factors are taken into consideration (e.g., selecting highly qualified cooperating teachers), to insure that the student teaching assignments promote professional growth. Part of this process is acquainting the student with the nature of the school and the surrounding community, and understanding the general orientation of the school's physical education program. Students visit the school site and meet school administrators, the cooperating teacher and other staff members. This visit should take place well before the start of the Student Teaching semester.

The **third phase** involves an in-depth meeting with the cooperating teacher to determine specific teaching expectations. The purpose of this meeting is to learn the cooperating teacher's typical class schedule, preferred teaching styles, and the program's tentative schedule of specific units and activities. Furthermore, it is important that the student teacher and cooperating teacher decide which grade levels, and which specific content areas they will be expected to teach. Following this meeting, the student teacher will compile appropriate resources and an initial written teaching unit (specific guidelines for this "unit plan" are provided in this handbook).

The **fourth phase** involves the induction into teaching. The student teacher observes and assists the cooperating teacher and other school staff, meets the students, and gradually assumes teaching responsibilities. While students may vary in the pace at which they are comfortable, most students should begin taking responsibility for a complete class, under the guidance of the cooperating teacher, by the second week. During subsequent weeks, students gradually assume the full range of teaching responsibilities including, but not limited to short and long term planning, instruction, assessment of student performance, administrative work, special events, and interaction with colleagues. While working closely with the cooperating teacher, the student teacher should gain experience using a variety of instructional approaches, progressions and strategies, and class management and motivation techniques.

During this phase, the student teacher participates in a full range of the school's activities (e.g., observation in other classrooms, participation in a school-wide events, parent meetings, field trips). Although it may be difficult to become exposed to all that is offered, the additional experience can greatly broaden the student teacher's concept of education and the contribution of physical education in schools.

Evaluation goes on during the entire Student Teaching experience with an emphasis on self-evaluative skills, which will serve as a basis for continuous growth as a reflective educator. The ability to evaluate one's growth as a teacher is developed through self-study, writing reflections and journals, professional readings and reciprocal relationships with professionals in the schools and in the university. Through these relationships, they student teacher learns to evaluate goals, methods, techniques, and student performance and achievement. These professional relationships involve students in the schools with cooperating teacher, school administrators and teaching colleagues and in the university with the field supervisor, the Student Teaching seminar leader and the faculty of the Hofstra School of Education.

STUDENT TEACHING POLICIES AND PROCEDURES

- 1. ELIGIBILITY & APPLICATION:** Please see the University Bulletin for the year that you were officially matriculated into the program for specific eligibility criteria. Application packets are available in the Health Studies and Kinesiology Department. The completed application packet for Student Teaching is to be returned before February 15th for the fall semester and before October 1st for the spring semester. Students will receive written notification that they have or have not met the requirements for Student Teaching. Part of the application procedure allows students to request specific school districts for their Student Teaching sites. When possible, these requests will be honored, but they cannot be guaranteed.
- 2. ASSIGNMENTS:** Each student who has met the entrance requirements for Student Teaching will receive instructions from the Office of Field Placement as to who, to contact for a preliminary interview. Whenever possible, attempts will be made to place student teachers in convenient locations with culturally diverse settings taking into consideration the following factors:
 - a) Quality of the school program and cooperating teacher
 - b) Distance the student teacher has to travel
 - c) Distance the university supervisor has to travel
 - d) Cooperation of the school district
 - e) Availability of cooperating teachers who are certified and have at least three years of teaching experience in physical educationStudent teachers will receive written instruction from the Coordinator of Student Teaching as to when, where and to whom to report to begin each assignment. Questions about details should be channeled through the Coordinator of Student Teaching.
- 3. TERM SCHEDULE:** PESP 130A/130B and MSPE 272A/272B Student Teaching is a full-time endeavor consisting of four and one half days in the field and one additional seminar each week for approximately eight weeks at the elementary level, and eight weeks at the secondary level. The student is in the school four and one half days per week and may include participation in the after-school program. A weekly university-based seminar is required in conjunction with Student Teaching.
- 4. ATTENDANCE:** Each student teacher is expected to report to his/her respective cooperating school on time each day of the school week, except when excused with the permission of the university supervisor. The student teacher must be in attendance on any day the placement school is open **REGARDLESS OF THE HOFSTRA UNIVERSITY SCHEDULE**. In case of emergency, a student teacher is expected to contact designated cooperating school personnel and the university supervisor as soon as possible regarding the need for the absence. Absences will require additional days extending beyond the eight-week experience. For extended absences, contact the Coordinator of Student Teaching. Hofstra reserves the right to withdraw students from the cooperating school at anytime and for any reason, in its sole discretion.
- 5. TEACHING LOAD:** When the student teacher is ready to assume responsibility for planning and teaching lessons under the guidance of the cooperating teacher, fifteen regularly scheduled lessons per week are considered minimal. By the end of Week 2, the student teacher will be expected to teach the cooperating teacher's full schedule of classes.
- 6. INTRAMURAL AND SUPPLEMENTARY EXPERIENCE:** Assisting a coach and helping with some form of after-school physical education intramural activity is considered a significant, integral part of the teacher preparation program. For undergraduate student teachers, this experience is mandatory. The university supervisor should be informed of the after-school arrangements.
- 7. SCHEDULE:** Each student teacher should obtain from his/her cooperating teacher the schedule of classes. A copy of the completed schedule should be given to the university supervisor by the beginning of the second week. The form is provided in this handbook. The university supervisor should be notified of the student changes in the schedule. Any changes to the student teacher's assignment in the school district must be made through the collaboration of, and with the approval of the university supervisor. Classes for which the student teacher will have major teacher responsibility should be clearly indicated. The after-school assignment schedule should be included as well.

8. **TIME REPORTS:** Student teachers will record hours attending, absences, late arrivals, and early dismissals using a time report form. Cooperating teachers and university supervisors will verify the student teacher's hours by signing this form weekly.

9. **Tk20:** All students are required to electronically submit lesson plans and reflective journals to their Tk20 binder:

LESSON AND UNIT PLANS: All student teachers are required to prepare written lesson plans for each different lesson which they know in advance that they will teach. The lesson plan and unit plans should be written in the format approved by the HPK Department. Lessons and unit plans are to be discussed with and approved by the cooperating teacher **48 hours prior** to implementation. After a lesson is taught, a critique or record of reflection should be written on the lesson plan by the student teacher and a conference should be held utilizing a reflective, clinical model. Every student teacher is expected to plan and teach at least two complete instructional units to include a minimum of 6 classes each. All plans must be available and shown to the university supervisor during each visit. Cooperating teachers should make very effort to inform student teachers of assigned teaching responsibilities on a timely basis.

REFLECTIVE JOURNALS: Student teachers are required to maintain a reflective journal. The journal is a weekly record of your analysis of your own teaching behavior and practices, insights into student teaching patterns, and a critical reflection on what you have learned. Only your university supervisor and the co-requisite class professor will have access to this reflective commentary. [NOTE: Reflective journals are required only for the final placement.]

10. **CONFERENCES WITH COOPERATING TEACHER:** Several conferences between the cooperating teacher and student teacher should be held prior to and at the very beginning of the assignment. The university supervisor will call within the first week of the placement to arrange a three-way conference in order to review critical elements of this handbook and the responsibilities and expectations of the cooperating teacher and school. In addition to providing regular feedback on teaching performance, the cooperating teacher should establish at least a minimum of one weekly conference with the student teacher regarding teaching responsibilities and planned lessons. Three-way conferences should take place with the university supervisor, cooperating teacher, and student teacher after each formal observation.

11. **PROFESSIONAL VISITS:** A student teacher may visit other schools, master teachers, and fellow student teachers on a limited basis and only as time permits. Careful plans should be made for such visits, and proper clearance must be received from cooperating school personnel and the university supervisor. Similarly, student teachers are expected to attend at least one local professional conference or workshop during the Student Teaching semester.

12. **SEMINARS:** Student teacher seminars will be conducted by the Department weekly, on Wednesday afternoons from 1:00 – 3:00 pm on the Hofstra University campus or on-site in the schools. Attendance is mandatory.

13. **CLOTHING:** Every student teacher is expected to wear professional attire (warm-up suits, athletic shorts, polo shirts with collars, appropriate footwear, and hats outside only, no clothing with printed advertisements) for all physical education classes and seminars held at the university. For other occasions, such as teachers' meetings or other school functions, appropriate professional dress is expected. Student teachers should discuss the school's policy on attire with their cooperating teachers.

14. **OUTSIDE EMPLOYMENT:** Student teachers are strongly urged to arrange finances so that outside work is not necessary during the Student Teaching semester. In as much as coaching or intramural responsibilities may engage the student teacher until 5:30 or 6:00pm on most days, and on an occasional

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evening or Saturday, additional employment may jeopardize the health, welfare, and success of the student teacher. Employment during Student Teaching is to be discussed with the university supervisor in advance.

15. **SUBSTITUTE TEACHING:** Student teachers **may not take the responsibility or place of a qualified teacher or staff of the cooperating school.** Substitute teaching is not permitted during student teacher, except when there is a school emergency.
16. **UNIVERSITY SUPERVISOR:** A selected faculty member of Hofstra University will be assigned as university supervisor. The university supervisor will visit each student teacher at least three times, or approximately once every other week or more often as needed during both the elementary and secondary experience. The student teacher and cooperating school personnel are urged to telephone the university supervisor whenever the need arises. Student teachers should communicate with their university supervisor regarding ideal times for visitations/observations. **Lesson plans must be emailed to the university supervisor 48 hours in advance of the observation. This lesson should be reviewed with the cooperating teacher prior to being sent to the university supervisor. The lesson will be utilized for the pre-observation conference between the student teacher and the university supervisor. Any recommended modifications must be subsequently included in the lesson.**
17. **COOPERATING TEACHER:** Cooperating teachers must be certified and have at least 3 years of teaching experience in the area in which they supervise student teachers.
18. **ACCIDENTS:** Student teachers should be very prudent in all matters and especially where safety is involved. Emphasis should be placed on accident prevention when planning and conducting activities. The student teacher should know in advance the local policies, procedures, and limitations relative to safety and accidents. **Any school accident involving the student teacher must be immediately reported to appropriate cooperating school personnel and to the university supervisor, the Coordinator of Student Teaching but also directly to the Associate Dean at the earliest opportunity, and certainly before the next school day.** Students are reminded that it is important to have appropriate medical insurance. For students who do not otherwise have coverage, Hofstra provides access to a voluntary plan available for purchase.
19. **HEALTH:** All student teachers must have updated health records on file at Hofstra, including immunizations for measles, mumps and rubella, and screening for tuberculosis. All student teachers are responsible for meeting the New York State Department of Health requirements and all cooperating school medical clearance requirements applicable to the type of experience to be received at the school.
20. **INSURANCE:** It is the sole responsibility of the student to obtain and maintain any insurance policies, if necessary as may be required by the cooperating school.
21. **STATUS/RELATIONSHIP:** No student teacher, teacher or staff member of the cooperating school shall be deemed an employee or agent of Hofstra. Neither Hofstra nor the cooperating school shall be obligated to the other or to student teachers for any compensation for services or expenses for medical, meals, travel or incidental expenses incurred by participating in this program.
22. **SOCIAL MEDIA:** Student teachers are expressly forbidden from sharing the electronic addresses of any and all personal social media accounts with students or employees of the school or school district where placed for student teaching. Failure to follow this clear directive could lead to dismissal from the placement and possibly the program.
23. **DISRUPTED LEARNING:** In the case of disrupted instruction that leads to partial or fully online instruction, student teachers will continue to student teach in whatever modes are utilized by the school and cooperating teacher.

**HOFSTRA UNIVERSITY
PHYSICAL EDUCATION STUDENT TEACHING
EVALUATION PROCEDURES**

1. Independently and jointly, the student teacher, cooperating teacher, and university supervisor should evaluate and discuss the student teacher's performance progressively throughout the assignment. The rubrics posted on Tk20 are used in analyzing each lesson observed by the university supervisor, and for evaluating overall student teaching skills. Classroom observations can be face-to-face or virtual at the choice of the supervisor.
2. Emphasis should be placed on the student teacher's self-evaluation. Critical analysis, reflection and decision-making are central themes of the teacher education programs and should be reflected in Student Teaching. Student teachers may analytically examine their lessons by applying various systems of interaction analysis and/or by posing, answering and reflecting on a series of questions based on collected data. **Such sample sets of questions follow this section. They may be used by student teachers for self reflection and as a basis for discussion with others, e.g., the cooperating teacher, university supervisor, other student teachers, etc.**
3. The cooperating teacher is expected to submit two formative evaluations **per week**, a two-week evaluation, a mid-term and a final summative evaluation of the student teacher to the university supervisor. The midterm and summative evaluation must be entered on Tk20 and **must contain a final letter grade**. The two-week evaluation is due at the end of the second week. The mid-term evaluation is due at the mid-point of the experience. It is strongly recommended that the cooperating teacher thoroughly discusses the final evaluation with the student teacher prior to submitting it to the university supervisor.
4. The university supervisor will submit to TK20 two formative observations and a summative evaluation **including a final letter grade**.
5. All written evaluations are confidential, except for professional interpretation by the university supervisor or the Coordinator of Student Teaching when recommendations are requested. Students may review their own files at any time.
6. Each supervisor will submit the final letter grade for Student Teaching. Students must receive a C- or better in both 130A/130B **and** 272A/272B to receive a grade in either course. The grade will be submitted to the Hofstra University Registrar by the university supervisor, for recording on the student's official transcript.

Evaluations must be filed in several ways. The two week, mid-term and final summative evaluations **with final grade and signature** from the cooperating teacher will be submitted in hard copy and placed in the student's file. The time sheet, mid-term as well as the summative, must also be submitted on TK20. At least two formal observation reports and a summative evaluation from the university supervisor will become part of the file. Students are invited to provide a written response to those reports if desired, which will also become part of the file.

ROLE AND RESPONSIBILITIES OF STUDENT TEACHERS

Student Teaching

Student Teaching is the culminating field experience in the pre-service professional education program. The student teaching experience offers student teachers the opportunity to apply and further develop knowledge and skills of teaching. Critical analysis and reflection are deemed to be important qualities of this learning process.

In general, student teachers undertake, on a limited basis at first and then increasingly, the duties and responsibilities of the experienced teacher. Unlike the experienced teacher, however, the student teacher is provided with continuous support and supervision by both a cooperating teacher and a university supervisor. By the conclusion of the student teaching experience, it is expected that the student teacher will be able to demonstrate the knowledge, skills, and professional attitudes expected of a professional teacher.

What should a student teacher do at the beginning of student teaching?

A successful beginning as a student teacher is very important. It involves getting acquainted with students in classes, learning as much as possible about organization, becoming familiar with the routines of the school, observing, assisting with activities, and conferring with the cooperating teacher.

It is the student teacher's responsibility:

- a) To view one's self objectively; to grow and develop as much as possible personally and professionally within one's limitations.
- b) To regard with respect all of the children who will be taught
- c) To appreciate the cooperation of the host school and all its personnel who provide and assist with the assignment, uphold school policies and procedures, and work toward the school's aims and objectives
- d) To work closely with the assigned university supervisor while following the university and department Student Teaching policies and procedures
- e) To contribute to the honor and prestige of the professions by personal conduct and appearance
- f) Upload all required documentation to Tk20 placement binders: *Context for Learning*, *Formal Lesson Plans*, *Weekly Lesson Plans*, *Weekly Reflections*, and (for the edTPA placement only), practice *Planning, Instruction, and Assessment Commentaries* for one observed lesson. A grade for student teaching will not be issued without these tasks being completed.

Meeting certification requirements:

1. You are responsible for completing the six required New York State law seminars prior to graduation and passing all required New York State certification examinations related to your area of certification. Please see the Office of Educational Support Services website at: <http://www.hofstra.edu/AcademicsColleges/SOEAHS/cess/index.html> for the most recent information regarding certification requirements. Certification exams include the Content Specialty Test (CST), Educating All Students (EAS), and Academic Literacy Skills Test (ALST). .

TIMELINE GUIDELINES

These guidelines are intended to provide student teachers and cooperating teachers with a suggested timeline for the semester. Adjustments to this schedule may be appropriate, since we know that student teachers develop at different rates, and we respect the individuality of our cooperating teachers and the culture of each school. However, because student teaching is the capstone of the professional program, we want to ensure that all of our student teachers have had extensive teaching experience prior to certification.

Week 0:

- As soon as your placement has been arranged, visit your school, meet the principal, and spend time with the cooperating teacher prior to the beginning of the placement.

Weeks 1-2:

- Arrange a daily time to meet with your cooperating teacher to plan, reflect and review your lesson plans.
- Facilitate arrangements for a three-way conference between your cooperating teacher, your supervisor, and yourself.
- Meet administrators, faculty, and staff members (i.e., nurse, librarian) in your school, including other teachers on your grade level or in your department.
- Become familiar with curriculum, texts, and materials for the classes that you will be teaching.
- Learn and participate in class routines, such as taking attendance, lunch counts, writing the daily schedule on the board, assigning and checking homework, morning meetings, arranging dismissal and fire drill procedures.
- Actively assist the teacher during his/her lessons.
- Consult with your cooperating teacher to do the following:
 - begin to co-teach,
 - work with a small group of children,
 - plan/teach a whole class lesson in one of the academic areas/classes.
- Be sure that your cooperating teacher has submitted the *Sign-Off Form* on Tk20 documenting his/her experience for at least 3 years as a certified teacher.
- Submit the *Context for Learning* form to your Tk20 student teaching binder for discussion and peer review during weekly seminars.

Week 2:

- Begin assuming responsibility for routines and activities.
- Assume responsibility for one academic area of the curriculum or one class (i.e., planning a unit, evaluating what the students learn, setting up activity centers and bulletin boards that reflect the studies in this area).
- In secondary education and special areas, plan and implement lessons including assessment and grading, for a minimum of one class.

Week 3:

- Minimally add a second academic area or class to your teaching responsibilities.
- Continue teaching your unit in the first academic area.
- By the end of week three, be sure that your cooperating teacher has submitted the *Early Progress Report* to Tk20.

Week 4

- Add a third academic area or class to your teaching responsibilities.
- Plan a three to five lesson thematic units.

Weeks 5-7

- Assume more responsibility for the teacher's program. By this time, it is suggested that you should be teaching all academic areas/classes.
- If your second placement is in another school and/or district, visit and meet the principal and cooperating teacher.
- Be sure that your cooperating teacher has submitted your *Summative Evaluation* on Tk20.

Second Placement:

- Repeat the sequence above, beginning with Weeks 1-2

Final weeks in the second half placement:

- Assume full responsibility for the teacher's program by the final week.

Suggested activities to participate in throughout the semester:

- Volunteer to work in special help classes.
- Ask to participate at Open School or Meet the Teacher Night.
- Request permission to attend grade level/departmental meetings and full faculty meetings.
- Develop exhibits and prepare bulletin boards in the classroom and hallways, with permission.
- Attend school-wide activities, assemblies, concerts, shows, etc.
- Attend parent/teacher conferences.

**HOFSTRA UNIVERSITY
SCHOOL OF EDUCATION
PHYSICAL EDUCATION STUDENT TEACHING**

Student Teacher _____ School _____

Cooperating Teacher _____ Date _____

WEEK TWO Self-Evaluation – STUDENT TEACHER

You have been given five (5) lines to use to answer the questions.

What strong points characterize your student teaching performance at this time?

- 1.
- 2.
- 3.
- 4.
- 5.

What areas of your teaching do you feel might need improvement?

- 1.
- 2.
- 3.
- 4.
- 5.

What has two weeks of student teaching taught you about your future career?

- 1.
- 2.
- 3.
- 4.
- 5.

Other Comments:

**HOFSTRA UNIVERSITY
PHYSICAL EDUCATION STUDENT TEACHING**

STUDENT TEACHING/COOPERATING TEACHER ASSIGNMENT CONTRACT

The purpose of this contract is to document decisions and expectations of the student teaching experience. After discussing Health Studies and Kinesiology Department requirements, the cooperating teacher's responsibilities and expectations, the needs and possibilities for teaching within the school program, and the student's expectations and interests, make some tentative plans using this form as a guide. Discuss these plans in the three-way conference with the University Supervisor. The Cooperating Teacher and the Student Teacher should complete this form TOGETHER within the FIRST WEEK of student teaching.

School _____ Grades in school _____

School District _____ District Director _____

Student Teacher _____ Phone _____

Cooperating Teacher _____ Phone _____

Cooperating Teacher Email _____

University Supervisor _____ Phone _____

Principal _____ Phone _____

Dates of Student Teaching Assign. _____

Daily Time to Report _____ Daily Time of Dismissal _____

DISCUSS THE FOLLOWING CONCERNS AND WRITE DOWN YOUR EXPECTATIONS

Daily preparation and conference times: (time to plan and discuss lessons)

Student teacher class responsibilities: (which classes) (please attach a teaching schedule)

Unit and lesson themes to prepare:

When lesson plans and unit plans will be submitted:

Other Responsibilities: Faculty Meeting, Bus Duty, Cafeteria Duty, Intramurals, Parents' Night, etc.:

When student teacher will be teaching a complete lesson:

**HOFSTRA UNIVERSITY
PHYSICAL EDUCATION STUDENT TEACHING**

STUDENT TEACHING CONTRACT

SCHOOL RESPONSIBILITIES

1. Report to my teaching assignment **prior to the beginning** of the school day
2. Follow the complete schedule of my cooperating teacher
3. Complete the entire school day and **leave at the end of the school day**
4. Complete all block plans, unit plans, lesson plans and student assessment plans and submit them to my cooperating teacher
 - Block Plans/Unit Plans must be submitted at least 1 week prior to the unit, and given **approval by the cooperating teacher**
 - Lesson plans must be submitted at least 48 hours prior to the day the lesson is to be taught, and approved by my cooperating teacher. **Applicable assessment plans must be attached.**
5. Daily attendance is required during the student teaching experience. If there is a reason that I will not be able to attend, or if it is necessary to leave early, I must notify my cooperating teacher and my university supervisor.

SEMINAR RESPONSIBILITIES

1. I will follow the Student Teacher Assignment Checklist that includes the dates for all required assignments. **ALL ASSIGNMENTS ARE DUE ON THE DATE INDICATED.**
2. I will be responsible for weekly lesson plans, journals, reflections and an updated time card
3. I will be responsible for returning my cooperating teacher's weekly evaluations
4. I will follow the Checklist dates for my Block Plan, Assessment Plan, and Self-Assessment
5. I will complete my "Unit Plan and Resource Notebook" by the date indicated
6. I must attend and be on time for all seminars

PROFESSIONAL RESPONSIBILITIES

1. I will submit paperwork that is grammatically correct, and check my spelling
2. I will use appropriate verbal skills. Slang and terms like "you guys" are not acceptable
3. I will dress appropriately and neatly, related to the day to day learning environment at all times
4. I will be punctual in meeting all responsibilities related to the student teaching experience
5. I will commit to life-long learning in developing knowledge and expertise in content area
6. I will work collaboratively with students, colleagues and supervisors
7. I will adhere to deadlines, submitting all assignments on time. Suggested revisions made by my university supervisor will be made immediately.
8. I will carefully prepare and submit unit plans, block plans and lesson plans in advance of actual instruction
9. I will maintain facilities to create a safe and enjoyable environment that is conducive to learning
10. I will select equipment that is appropriate for the correct level of difficulty for the lesson.
11. I will not share the electronic addresses of any personal social media accounts with students or employees of the school district where placed for student teaching.

**I UNDERSTAND THAT THE ABOVE CRITERIA WILL BE USED IN EVALUATING
THE PROFESSIONALISM AS PART OF MY FINAL GRADE**

ST24

FAILURE TO COMPLY

PAPERWORK/TK 20 SUBMISSION

1. If weekly paperwork is not submitted on time, a warning will be given.
2. If paperwork is not submitted a second time, the student will meet with the Dean of Field Placement to reevaluate student teaching eligibility.
3. Subsequent failure to complete the paperwork may result in termination of the student teaching experience. The student teaching experience will have to be completed in a subsequent semester.
4. The Student Teaching Binder on TK 20 must be complete and uploaded by the established due date. If this task is not completed, you will receive an “Incomplete” for student teaching.

FAILURE TO COMPLY

TIME REQUIREMENTS – LATENESS

1. Lateness to school will not be permitted. If lateness to school occurs, a warning will be given.
2. If lateness occurs a second time, the student will be required to spend additional time at the student teaching experience.
3. Subsequent lateness may result in termination of the student teaching experience. The student teaching experience will have to be completed in a subsequent semester.

TIME REQUIREMENTS – LEAVING EARLY

1. Leaving school early will not be permitted.
2. If leaving early occurs a second time, the student will be required to spend additional time at the student teaching experience.
3. Subsequent leaving early from school may result in terminating of the student teaching experience. The student teaching experience will have to be completed in a subsequent semester.

I understand that these **REQUIREMENTS** must be completed in order to successfully complete my student teaching experience.

Name _____

Date _____

School _____

Teaching Dates _____

Cooperating Teacher _____

Date _____

Supervisor _____

Date _____

**HOFSTRA UNIVERSITY
SCHOOL OF EDUCATION
PHYSICAL EDUCATION STUDENT TEACHING**

STUDENT TEACHER TIME CARD

Student Teacher: _____

Cooperating Teacher: _____

University Supervisor: _____

School: _____

Telephone: _____

Date	Number of Days Absent	Number of Days Late	Number of Days Left Early	Cooperating Teacher's Signature
Week 1				
Week 2				
Week 3				
Week 4				
Week 5				
Week 6				
Week 7				
Week 8				

Note to Student Teacher: Please have your Cooperating Teacher complete and sign this card at the end of each week.

DATES OBSERVED BY THE UNIVERSITY SUPERVISOR:



STUDENT
Field Experience Information Sheet
Completing a Field Experience Binder in Tk20

To complete a Field Experience Binder in Tk20, you must go to www.hofstra.edu and log into your portal. Once logged in, look for my apps and then select Tk20 assessment ICON. If you have paid for your account, you will go directly into your Tk20 home page; if you have not yet purchased your account, you will be prompted to do so.

I. Viewing the Binder

1. Find the **Pending Tasks** section in the **Home** tab.
2. Select the link that says, “**Please start the Field Experience (name of Binder).**” Or, you click on the **Field experience Tab** and then click on your **Binder**.
3. You will see the following tabs that appear with the Binder:
 - **<Binder Name - e.g., SPED Inclusive - first placement>** will appear as the title of this sub-tab. This tab shows the name of the course to which the binder is tied, the binder's due date, and instructions for completing the binder. It will also show the school site information where you will be doing your field placement.
 - **Tabs:** The Field Experience Binder is divided into different tabs. Each tab contains directions explaining what artifact templates must be created and attached in the Field Experience Binder. Depending on your discipline, the tabs may list different items, but common to most are tabs for Site Summary, Mini-Lesson Plans, Mini-Lesson Plan Reflections, Formal Lesson Plans and Reflections, and Evaluation of Clinical Supervision Experience.
 - **Assessments:** In this tab, you can view the assessment instrument(s) that the assessors will use to evaluate the binder.
 - **Standards:** This tab allows you to view the standards that you must meet in this assignment (*currently not being used*)
 - **Extensions:** This tab provides information on any extensions that have been granted to you by your assessors.
 - **Feedback:** This tab contains any feedback that has been given by any of your assessors. It is a good idea to check here periodically for comments that may assist you in completing your binder.
4. Once you view the Field Experience Binder details and understand what is required, you are ready to create your artifacts.

II. Creating and Attaching an Artifact

1. After logging into Tk20 you will see your WELCOME PAGE.
2. Please click on the Field Experience Tab and then find and click on the Binder that you wish to work on, OR, click on the Pending Tasks Tab and then find and click on the Binder that you wish to work on.
3. Then please click on one of the black assignment Tabs and you will see one or more SELECT BUTTONS.
4. In order to upload and save assignments, click on the first SELECT BUTTON and you see two BLACK TABS, namely, CREATE FILE and SELECT EXISTING FILE.
5. In choosing SELECT EXISTING FILE, please then click on the radio button for an already created file, then ADD, and then SAVE DRAFT.

6. If the desired file does not exist, then you need to create an assignment file on your workstation and give it a NAME.
7. Then please click on the appropriate Binder Assignment Tab, click on create file, EDIT FILE, CLICK ON SELECT FILE, find the File that you created on your workstation. CLICK ON **SELECT ADD** and then SAVE DRAFT.

III. Submitting/Completing the Binder

1. Each time you attach artifacts to your Field Experience Binder, **CLICK ON SAVE DRAFT**. at the bottom of the page. Do not select **SUBMIT** until the Field Experience Binder has been completed in its entirety and you are ready to submit it for final review and assessment.
2. Keep in mind that you can add and delete items at any time during the semester up until you are ready to **SUBMIT** the Field Experience Binder.
3. Your assessors will be able to monitor your progress and give feedback throughout the semester as you update your binder.
4. If any of your assessors have completed an assessment form, the *completed* form will be visible to you under the Assessments tab of the binder. Incomplete assessment forms will merely show as blank.
5. Once you click **SUBMIT**, you will not be able to go back and make any changes to the binder. If you clicked **SUBMIT** too early, the only way to open up your binder is for your University Supervisor to grant you an extension.
6. **PLEASE NOTE: VERY SPECIFIC STUDENT DIRECTIONS WILL BE SENT TO YOUR ATTENTION VIA EMAIL AT THE BEGINNING OF THE SEMESTER.**

IV. Reminder about important distinctions between Field Experience Binders and Course-Based Assessment submissions

By the time you reach student teaching, you will have likely submitted several class assignments through Tk20. There is an important distinction in how you save and submit your work.

- For **COURSE-BASED** assignments prior to field experiences, your professor was not able to see your work until you clicked **SUBMIT**.
- For documents (lesson plans, reflections, etc.) as part of an entire field experience binder, your professor **WILL** be able to see what you have uploaded along the way, but only if you click **SAVE DRAFT** a second time. You will only click **SUBMIT** (as indicated above) when you are totally finished with everything.

V. Help Resources

A. Additional Hofstra-specific information:

Go to www.hofstra.edu/Tk20 for detailed instruction sheets (many including screen shots). Look at the bottom of the page for your relevant section (categorized by Student, Faculty and Cooperating Teachers).

B. You may also contact your campus Tk20 Unit Administrators for assistance.

- **Administrator:** John Adomavicius, Assessment Systems Coordinator
Email: John.Adomavicius@hofstra.edu
Phone: 516-463-7115 **[For Student Teaching Courses]**
- **Administrator:** Sheri L. Suzzan, EdD Associate Dean
Email: Sheri.Suzzan@Hofstra.Edu
Phone: 516-463-5389
- **Administrator:** Stacy L. Zalewski, Senior Associate Dean
Email: Karin.J.Spencer@hofstra.edu
Phone: 516-463-5743 **[For Course Based Assessment Courses]**

C. Online tutorials are available at <https://hofstra.tk20.com>. Do NOT try to log in on the left part of the page, but instead select the **Tutorials** tab in the center of the page, and use the table of contents to locate the tutorial you wish to view.

RESOURCE SECTION

You will be required to design **TWO** different unit plans at the elementary level and **TWO** different unit plans at the secondary level during your semester of student-teaching. During your edTPA teaching experience, you will be required to design ONE lesson plan. The unit plans should represent two distinct activities or sports that you will be teaching during your time at that school. You may experience more than two different activities while you are at each school, but you are responsible for completing a unit plan for only two. Therefore, discuss your teaching options with your cooperating teacher, and choose wisely. Choose units that are **at least** SIX lessons in length. They should be the units that are the least interrupted by other school business and school holidays, and are activities you are most able to see from beginning to end.

Elementary Units

During your elementary placement (i.e. Grades K – 5), one of your units should be representative of your work with Grades K – 2, and the other unit should represent of your work with Grades 3 – 5.

Secondary Units

Try to diversify the units at your secondary placement. If your secondary school divides its classes by gender and/or grade levels, choose units that will allow you to experience teaching both genders and different grades. If you have mixed-grade secondary level classes, choose two distinct units (i.e. dance unit and a cooperative games unit). Remember that you will learn the most when you expose yourself to different students, grades, and activities that are new to you. It will enrich your student-teaching experience.

Heading

Your name and the school must be specified. Name the unit, the calendar dates over which you will be teaching this unit, and the number of lessons planned for the unit. Specific the grade level(s) of the students you will be teaching. Indicate the class periods the unit will be taught (i.e. 2A, 7B, 1 even, 2 odd, 3 blue, 4 silver) and the PE Time (the number of times per week the students have PE, the number of minutes per class, and the number of weeks for this unit.) From smallest to largest, note the class size range. Name the facilities that you will be using in your school while teaching this unit.

Unit Outcomes

You are required to write a minimum of three (3) psychomotor objectives, three (3) cognitive objectives, and three (3) affective objectives for your students to experience in this unit. Remember that each objective begins with a verb. Next to each objective, write the NYS Standard(s) and NASPE Standard(s) that are met by the objective (sample on pg R6).

Standards

The outcomes/objectives that you noted in the previous section should reflect careful attention to the goals of the NYS learning standards and the NASPE standards for Physical Education. In this section, specify which of the NYS and NASPE standards you have supported in choosing those outcomes, and how.

Skills to be Covered in this Unit

All units should identify and support basic motor and manipulative skills, but should also include skills that allow students to address responsible personal and social behavior, identify safety hazards, and raise awareness of physical activity opportunities available to them outside of the classroom. List the major sport skills or activity themes that you will teach during this unit. For a specific sport, this must include the physical motor skills you are planning specific to this unit, age-appropriate to the students you are teaching. For a thematic activity, you should include non-locomotor or manipulative skills, fitness components, and fundamental principles of movement.

Equipment

List the equipment available to you for this unit in this school, with quantities. Begin by noting whether or not you feel you have sufficient equipment for this unit and for the number of students in your classes. If you do not have sufficient equipment, note any modifications you had to make to teach this unit successfully.

Safety Consideration

Specify how you would try to support student safety in this unit, in your school. You may discuss the PE facilities, equipment, class management techniques, student management plans, and any special needs appropriate to this unit or your students.

Game Rules

Sometimes you may choose to adapt or modify the traditional game rules of a sport or activity in order to better meet the needs of your students. In this section, note any game rules that you changed because of your students, your school facilities, or the equipment you were using.

Block Plan

The final section of the unit plan is to design a block plan of the lessons you will teach to achieve your intended goals. A block plan is a format to show the relationships of daily lessons to each other and how each lesson contributes to the unit goals. Each block represents one lesson. There must be a minimum of six lessons for each unit. In each of these lesson blocks, you must list the Main Focus of the Lesson, the Initial Activities/Warm-Ups, the Major Activities/Progressions, the Checks for Understanding, the Assessments that you will be utilizing for that lesson, and the Closure. Please note: the Block Plan is an outline of the lesson content. Your accompanying lesson plans will illustrate and specify class organization, transitions, and demonstrations.

All of the intended lessons for the unit must appear on this Block Plan, and all of the lessons must be written and included in your resource notebook. NOTE: If you did not actually teach all of the unit lessons, please indicate the number of lessons you actually taught. A statement should be written on the bottom of the Block Plan and before each lesson plan that you did not teach. This will explain why there are not reflections included with all of your lesson plans in your Resource Notebook.

UNIT PLAN

Name: _____ **School:** _____ **Unit:** _____
Dates: _____ **Number of Lessons:** _____ **Grade Level(s)** _____
Class Periods: _____ **PE Time:** _____ **Class Size Range:** _____
Facilities Used: _____

Unit Outcomes

At the conclusion of the unit, students will be able to:

Psychomotor:

- 1.
- 2.
- 3.

Cognitive:

- 1.
- 2.
- 3.

Affective:

- 1.
- 2.
- 3.

Standards

The unit outcomes relate to the NYS and NASPE Standards in the following ways:

Skills to be Covered in this Unit

Equipment

Safety Considerations

Game Rules

The following game rules were modified for these students in this school:

SAMPLE UNIT PLAN

The template that we provide to you includes the following required sections of the unit plan. To help you complete the unit plan, an *italicized Example* is provided for you:

Heading:

Example:

Name: Student

School: Broadway Elementary School

Unit: Soccer

Dates: September 12-30, 2011

Number of Lessons: 6

Grade Level(s): 3 – 5

Class Periods: Blue Days 3,4,6

PE Time: Two, 40-minute classes/week for 3 weeks

Class Size Range: 17 – 45

Facilities: Gym and outdoor fields

Unit Outcomes:

Example:

Unit Outcomes

At the conclusion of the soccer unit, students will be able to:

Psychomotor:

- 1. Perform individual self-space ball skills (NYS 1: NASPE 1, 2, 3)*
- 2. Dribble a soccer ball in multiple directions towards a target (NYS 1: NASPE 1, 2, 3)*
- 3. Trap a soccer ball (NYS 1: NASPE 1, 2, 3)*
- 4. Pass a soccer ball to partner (NYS 1: NASPE 1, 2, 3)*
- 5. Shoot a soccer ball into a goal (NYS 1: NASPE 1, 2, 3)*

Cognitive:

- 1. Identify the player positions on a soccer field (NYS 1: NASPE 2)*
- 2. Learn basic rules of soccer, offense/defense strategies (NYS 1: NASPE 2)*
- 3. Learn safety concepts in soccer practices and game situations (NYS 2: NASPE 3)*
- 4. Identify the soccer opportunities available to them in their school district and community (NYS 3)*

Affective:

- 1. Demonstrate self-control and the ability to cope with success and failure (NYS 2: NASPE 5)*
- 2. Demonstrate responsible personal and social behavior with sporting behavior and respect for others (NYS 2: NASPE 5, 6)*
- 3. Handle equipment safely and responsibly (NYS 2: NASPE 5)*

Standards:

Examples:

The outcomes that I chose for this soccer unit support NYS learning standards #1, #2, and #3 and NASPE standards #1, 2, 3, 5, and 6. Because I am teaching this unit to young children, I recognize that I will not be able to reach great depths of student understanding in each one of these standards, but I will seek age-appropriate appreciations of these goals. Because we will be following this unit with a Physical Fitness unit, I did not stress NASPE standard #4 and the fitness goals of NYS Standard #1.

Skills to be Covered in this Unit:

Example:

Motor Skills of Soccer:

Ball handling: dribbling and trapping, kicking, passing, receiving and shooting

Non-locomotor Skills/Principles of Movement:

Eye-foot coordination, balance, moving in space, target awareness

Cognitive Skills: *Player positions, basic rules of soccer, basic offense/defense, safety concepts*

Equipment:

Examples:

*Soccer equipment is more than adequate: **OR***

24 junior size soccer balls

24 foam soccer balls for indoor use

6 small portable Pop-Up goals

24 cones

50 poly spots

48 pinnies (24 per color)

*Soccer equipment is lacking and
in poor condition*

6 plastic regulation-size balls

*2 regulation goals outdoors,
no nets*

10 assorted-size cones

*I had to also use 8 available old
playground balls as soccer balls.*

*I bought 24 colored terry-
cloth wristbands in 2 colors
at the \$1 store to use as pinnies.*

*I got large plastic food containers
from the school cafeteria to use
as cones and goals on the field.*

Safety Consideration

Example:

They gym/fields are inspected carefully before and after each soccer class to check for slippery spots, debris underfoot, and floor/grass conditions. Equipment is checked, and doors are locked when the gym is not in use. Students are spaced for safe play in the available areas, and I do a “sneaker check” for appropriate laced footwear. Students are reminded each class to demonstrate sporting behaviors, respect for their classmates, and care for equipment; students who disobey are warned, and then disciplined for infractions. A first aid kit and quick communications to the school nurse and additional school personnel are available, especially for the higher-risk students in my classes: I have 2 students who are on “medical alert” for epilepsy and diabetes.

Game Rules

Example:

The following soccer rules were modified for the students in this school:

- 1. I used smaller fields and “half-court” games with fewer students on a side. This kept the students closer to me and helped me to supervise and communicate more effectively*
- 2. I did not teach the skills of tackling or heading. I felt the student were to young; these are not yet necessary soccer skills, and use of these techniques could be potentially unsafe.*
- 3. I found that students resisted the wearing of pinnies, and wore them in crazy ways. I instituted a rule that if any player did not wear it correctly, the other team got a goal. That worked!*
- 4. When I found that the boys did not willingly pass to the girls, I instituted a rule that students had to pass to the opposite gender before a goal was scored. I found that this encouraged coed play, stopped the social clumping of boys and girls, and prevented a few students from dominating play.*

Student Name: _____ Unit: _____ Grade(s) _____

BLOCK PLAN

<p><u>LESSON #1</u> Main Focus of the Lesson:</p> <p>Initial Activities/Warm Ups</p> <p>Major Activities/progression: 1. 2. 3. 4.</p> <p>Checks for Understanding</p> <p>Assessments</p> <p>Closure</p>	<p><u>LESSON #2</u> Main Focus of the Lesson:</p> <p>Initial Activities/Warm Ups</p> <p>Major Activities/progression: 1. 2. 3. 4.</p> <p>Checks for Understanding</p> <p>Assessments</p> <p>Closure</p>	<p><u>LESSON #3</u> Main Focus of the Lesson:</p> <p>Initial Activities/Warm Ups</p> <p>Major Activities/progression: 1. 2. 3. 4.</p> <p>Checks for Understanding</p> <p>Assessments</p> <p>Closure</p>
<p><u>LESSON #4</u> Main Focus of the Lesson:</p> <p>Initial Activities/Warm Ups</p> <p>Major Activities/progression: 1. 2. 3. 4.</p> <p>Checks for Understanding</p> <p>Assessments</p> <p>Closure</p>	<p><u>LESSON #5</u> Main Focus of the Lesson:</p> <p>Initial Activities/Warm Ups</p> <p>Major Activities/progression: 1. 2. 3. 4.</p> <p>Checks for Understanding</p> <p>Assessments</p> <p>Closure</p>	<p><u>LESSON #6</u> Main Focus of the Lesson:</p> <p>Initial Activities/Warm Ups</p> <p>Major Activities/progression: 1. 2. 3. 4.</p> <p>Checks for Understanding</p> <p>Assessments</p> <p>Closure</p>

BLOCK PLAN

<p><u>LESSON #1</u> Main Focus of the lesson:</p> <ul style="list-style-type: none"> • Introduction to Soccer & History • Safety rules of game • PSR during team play <p>Initial Activities/Warm Ups</p> <ul style="list-style-type: none"> • Jog around gym/field • Stretches <p>Major Activities/progression:</p> <ul style="list-style-type: none"> • Individual self-space ball control skills • Introduce Inside Foot Dribble and Trap <p>Checks for Understanding</p> <ul style="list-style-type: none"> • Count of successful consecutive taps • Stop & sit on teacher signal for corrections <p>Assessments</p> <ul style="list-style-type: none"> • Teacher observation of safe play and individual ball control skills <p>Closure</p> <ul style="list-style-type: none"> • Review safety rules of soccer & PSR • Introduce activity of next class: dribbling & passing 	<p><u>LESSON #2</u> Main Focus of the lesson:</p> <ul style="list-style-type: none"> • Review of ball control, dribble, trap • Dribbling/passing in multiple directions towards target <p>Initial Activities/Warm Ups</p> <ul style="list-style-type: none"> • Jog with soccer ball • Stretches • Partner Practice of dribble/trap/pass • Introduce soccer vocabulary <p>Major Activities/progression:</p> <ul style="list-style-type: none"> • 2-player squad practice; “Give and Go” • Introduce Shooting • Add goal target <p>Checks for Understanding</p> <ul style="list-style-type: none"> • Student demos of successful patterns of “Give & Go” & shooting at goals <p>Assessments</p> <ul style="list-style-type: none"> • Student task sheet of self, partner and squad work • Q & A regarding success of partner and squad work <p>Closure</p> <ul style="list-style-type: none"> • Soccer vocabulary review 	<p><u>LESSON #3</u> Main Focus of the lesson:</p> <ul style="list-style-type: none"> • Review of dribble/pass/shooting • Controlled dribbling in designated spaces <p>Initial Activities/Warm Ups</p> <ul style="list-style-type: none"> • Jog with soccer ball • Stretches • Shooting at target cones <p>Major Activities/progression:</p> <ul style="list-style-type: none"> • Inside & Outside Foot Dribble • Dribbling with both feet • Dribbling within boundaries • Add stationery opponents in space to challenge dribblers • Dribbling/passing to team mates in space with opponents <p>Checks for Understanding</p> <ul style="list-style-type: none"> • Discussion re: teamwork and sharing roles • Safety checks • Count of successful passes to team mates • Count of successful interceptions by opponents <p>Assessments</p> <ul style="list-style-type: none"> • Task card rubric <p>Closure</p> <ul style="list-style-type: none"> • Introduction of modified soccer games to be used for rest of unit • 5th Grade only: World Cup design and cultural assessment
<p><u>LESSON #4</u> Main Focus of the lesson:</p> <ul style="list-style-type: none"> • Player position on field • Offense & defense <p>Initial Activities/Warm Ups</p> <ul style="list-style-type: none"> • Jog with soccer ball in multi directions <p>Major Activities/progression:</p> <ul style="list-style-type: none"> • Watch soccer game • Discuss soccer rules • Label soccer field and player position • Divide soccer field into tow sideline games; position students • Modified game <p>Checks for Understanding</p> <ul style="list-style-type: none"> • Medial checks for student position <p>Assessments</p> <ul style="list-style-type: none"> • Teacher observation of student positioning in modified games • Grade 5 Cultural Assessment <p>Closure</p> <ul style="list-style-type: none"> • Discussion of students’ game experience 	<p><u>LESSON #5</u> Main Focus of the lesson:</p> <ul style="list-style-type: none"> • Playing a modified soccer game <p>Initial Activities/Warm Ups</p> <ul style="list-style-type: none"> • Warm-Ups • Review offense/defense • Assign students to 4 teams <p>Major Activities/progression:</p> <ul style="list-style-type: none"> • Play 2 simultaneous modified games A vs. B, C vs. D • Rotate offense/defense of each team at halftime <p>Checks for Understanding</p> <ul style="list-style-type: none"> • Medial checks for fair play, offense & defense rotation <p>Assessments</p> <ul style="list-style-type: none"> • Student self-assessment of game experience <p>Closure</p> <ul style="list-style-type: none"> • Class discussion of soccer in our school district & community; personal anecdotes 	<p><u>LESSON #6</u> Main Focus of the lesson:</p> <ul style="list-style-type: none"> • Modified games <p>Initial Activities/Warm Ups</p> <ul style="list-style-type: none"> • Break students in 4 set teams • Team stretches & warm-ups <p>Major Activities/progression:</p> <ul style="list-style-type: none"> • Play 2 simultaneous modified games: A vs. C, B vs. D A vs. D, B vs., C • Rotate offense/defense of <u>each</u> team at halftime of <u>each</u> round <p>Checks for Understanding</p> <ul style="list-style-type: none"> • Team discussion after each round <p>Assessments</p> <ul style="list-style-type: none"> • Exit slip of skills, safety and PSR exhibited by team <p>Closure</p> <ul style="list-style-type: none"> • Review success of soccer unit in terms of skills, safety and PSR • Introduce next new unit • Grade 5 World Cup Evaluation

ACTIVITY/SKILL PROGRESSIONS

Skill or Task Progressions:

1. Set and define the problem
2. Increase the variety and depth movement
3. Build sequences and combine movement problems
4. Incorporate cooperative partner and small group activity

When dealing with skills or activity, **MOVE FROM SIMPLE TO COMPLEX**

Static to dynamic:

One movement done in self-space to combining movements while changing space

Use of space:

Individual in self-space to practice against the wall, on the move

Depending on skill/activity: small space to larger space
large space to smaller space
shorter distance/lower height to
greater distance/greater height

The number of movements:

Single movement to combinations:

Jumping and landing

Jump and make shape in air and land-jump make a
shape in the air, land and roll

The number of students:

Individual practice to partner practice to small group practice

Modification of equipment:

Movement without equipment to lighter equipment to equipment with varying
weights, heights, lengths, and widths

Use of defenders:

Skill development is a must before using defenders. One or two defenders for the
entire class to an increased number

Uneven-sided games: 4 vs. 1, 3 vs. 2, etc. helps ease the lesser skilled child into a
dynamic game situation

**Build in practice, practice, practice. Progress slowly, be creative. How many ways
can the students practice a particular skill in order to develop proficiency.**

GUIDELINES FOR SKILL/ACTIVITY

When defining a task, begin with one critical element at a time, extend the task and add another critical element of that skill. If you do not see 80% of the students successful, refine the task by use of cues and send them out to practice again.

- Always keep in mind the age characteristics of your population
- Use the Application of Movement Concepts to extend and challenge the students to practice
 1. Speed
 2. Level
 3. Change of direction, force
 4. Vary equipment
 5. Adjust the space

There are ways to extend the task and reinforce cues of the day. (See George Graham's Movement Framework Wheel)

- Skills in combination: Running and jumping, skipping with quick stops and starts
- Next, move to partner work using the same process
- The reflective teacher will assess throughout the lesson to see if students have met the objective and adjust accordingly
- The process of content development is about creating many and varied ways for students to experience the skill
- Once students are competent in their basic fundamental skills introduce defensive players
- As the student get older, there may be application of skills in a small-sided game situation

RINK'S GAME STAGES

- **STAGE ONE**

Concern with individual skills

Ability to control an object

Sending actions – Direct the object to a place with the intended force qualities, level, and direction in a consistent manner, stationary and on the move.

Examples:

- Simple – forearm pass from a light toss directly back to the tosser
- Complex – forearm pass from a served ball to players on the left and right who catch it

Receiving actions – can obtain possession of the object that is coming toward them any level, direction, or speed, stationary and or the move

Examples:

- Simple – fielding a ball rolled from a short distance directly to the player
- Complex – fielding a ball thrown hard to the left or right of a player

- **STAGE TWO**

Using skills in combination

Relating movement to others in cooperative ways

Examples:

- Simple – dribbling and doing a set shot in basketball
- Complex – tennis rally with a variety of strokes/keep it up in volleyball

- **STAGE THREE**

Basic offensive and defensive strategy

Examples:

- Simple – one-on-one basketball; no shooting
- Complex – five-on-five soccer with two goalies

- **STAGE FOUR**

Modified games with changes in the rules, boundaries, number of players, etc. – specialized positions

The full game

Examples:

- Simple – introduction of specialized basketball positions
- Complex – the full game with all the rules

DESCRIPTORS FOR OBJECTIVES

PSYCHOMOTORS:

- Perform
- Demonstrate
- Imitate
- Develop
- Exhibit
- Explore
- Create
- Manipulate

Basic Movement Skills
Motor Skills

COGNITIVE:

- Identify, name
- Discuss, Define
- Make Comparison
- Respond Verbally
- Recall, Remember
- Match
- Label
- Illustrate, Draw, Underline
- Critique
- Repeat
- Differentiate
- Explain
- Point to

AFFECTIVE

- Negotiate
- Show Appreciation
- Depend on others
- Contribute
- Resolve
- Assist
- Share
- Volunteer
- Interact

Lesson Reflections for 9/27/11 – Day 4

Period 2/Messier/Lesson #6

Strengths: During this lesson, I demonstrated the ability to use several students' names. Also, if I didn't know a student's name, I made sure that he/she told me before he/she asked or answered a question. During the cooperative game, the students used much teamwork and communicated well with one another, as they frequently called each other's name (i.e. to pass, to help defend, etc.) I took advantage of the notable communication taking place in the class to help me learn students' names. When I heard one student using another student's name, I used this as an opportunity to provide that student feedback while using his/her name.

Weaknesses: When preparing for the administration of the Push-Up Test, the students were playing with the Gator Balls (bouncing, tossing, etc.) and I had to verbally tell the students to desist from playing with the Gator Balls while I was giving instructions.

Things I Would like to Change for Next Time: Next time, I can wait to give out the Gator Balls until the students are ready to actively use them. Another idea is to have the students place the Gator Balls in front of them and emphasize that everyone's hands should be in their laps, on their knees, etc. to avoid disruptive behavior.

Period 3/Sayers/Lesson #6

Strengths: The lesson was organized with solid transitions. During the cooperative game, I was able to stop the game several times to ask question about fair play, following the rules, and strategies that were being implemented. The students were on task and having fun.

Weaknesses: When I stopped game play and had the students sit in front of me for a brief amount of time for questioning/discussion, it took a while to get all of the students to sit in front of me and pay attention. The students were so interested in the game, that they could not stop talking about strategies, who was not following the rules, etc. I was happy that the students were interested in the game, but wanted the transitions to be faster and their listening skills to be better.

Things I Would like to Change for Next Time: Next time, perhaps I can reiterate to the students that the faster they sit in front of me and listen, the more time that they will have to strategize with their teams. Perhaps I can add in a challenge that the team that is sitting in front of me first will have an extra pin for their castle, which would be a game advantage.

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Correct APA citation design for websites:

Examples:

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SAMPLES OF STUDENT CHARACTERISTICS

Kindergarten – 2nd Grade

<u>CHARACTERISTICS</u>	<u>PROGRAM NEEDS</u>	<u>WAYS I MET IT</u>
Noisy, consistently active, imitative, wants attention	Vigorous games and stunts. Games with individual roles. Dramatic activities, story plays. Few team or game relays.	I used lots of activities and games students can relate to. I included terms & characters the students know (Ninja Turtle, Tag, Story games)
May become suddenly tired but recovers quickly	Use activities of brief duration. Provide short rest periods or include activities of moderate vigor	I constantly change people who are “it” in games. This provides students a little break and increases participation
Is interested in what body can do	Movement experiences. Attention to basic movement	I used activities that include levels (high, medium, low). I used warm-ups in self-space, i.e. stretch as high as you are high; go as far as you can go.
Sensitive to feelings of adults	Needs encouragement and praise	I constantly give positive feedback to the students who are behaving well or doing a skill well.
	<u>5th and 6th GRADE</u>	
Enjoys team and group activities. Competitive urge is strong	Include many games and relays	I used lots of lead up games and some game play in all sport units.
Sports interest. Team games hold intensive interest	Sports in season with emphasis on a variety of lead up games	I discussed athletes in specific sports that I am covering. I gave the background of the sport in the beginning of the unit. I used lead up games to build team play
	<u>9th and 12th GRADE</u>	
Different skill levels	Prepare lessons for differentiated instruction teaching style so all students can benefit	I allow students to pick their levels of difficulty, and allow individual progressions.
Talkative	Have short down time and clear, concise directions. Demand silence when speaking	I demand silence when I am speaking. I keep discussion quick and interesting. I sell the activity.

STUDENT CHARACTERISTICS SPECIFIC TO POPULATION:

<u>CHARACTERISTICS</u>	<u>PROGRAM NEEDS</u>	<u>WAYS I MET THEM</u>
Two self contained classes for autistic children	Adapted Physical Education	I provide modifications in ball sizes, pace my instruction and limit the skills I taught. I used available teacher aides to individualize instruction.
Several medically limited students were on short term doctors’ notes	Desire to include rather than excuse students from class	I used Sportfolios and written work. I also used students to referee and keep score.

Final Evaluation Student Teaching Journal

One of the requirements of Student Teaching is a weekly journal or record of the individual's experiences, impressions, feelings, and ideas (i.e. what the days have been like). Your comments should be an elaboration on specific concerns and issues in teaching physical education.

The following is a list of suggested topics.

- Comments on students' social and economic backgrounds and how these factors affect your teaching methods
- Class management problems
- How the Physical Education Program is viewed in relation to other areas of the curriculum
- Existing relationships between members of the Physical Education Department
- What you have observed about how children learn
- What you have learned about the types of content offered in physical education at the elementary or secondary level
- What you have learned about teaching motor skills
- What you have learned about the broader goals of education or physical education
- What you have learned about the importance of physical activity in the lives of children
- How your philosophy of physical education has changed or developed through your Student Teaching experience
- Any moral dilemmas you have observed or encountered
- What you have learned about yourself during this Student Teaching experience
- Additional questions, concerns, and issues that have surfaced during your experience

**HOFSTRA UNIVERSITY
DEPARTMENT OF PHYSICAL EDUCATION**

SELF-ASSESSMENT OF LESSONS

You will self-assess at least one lesson in each placement using the formative evaluation form.

The main purpose is reflecting and thinking about the lesson you taught.

The following questions provide general guidelines which could be used in viewing and evaluating your lesson.

1. Consider what you planned to do, what you did, and the reason for changes you made during active teaching.
2. Think about important aspects you and your supervisors consider important to the lesson.
3. Is the way you are teaching consistent with your beliefs about teaching? Explain.
4. After teaching the lesson, complete the observation form and give yourself a grade.
5. Include lesson plan and reflections (specify these categories: **Strengths, Weaknesses, and Things I Would Change for the Next Class**).

GUIDING QUESTIONS TO ASSIST THE STUDENT TEACHER'S SELF EVALUATION OF A LESSON

You are required to post to Tk20 weekly commentaries/reflections of your learning and professional progress.

The types of questions that follow are indicative of questions a reflective educator would use to evaluate their professional progress.

THE LESSON

1. How is the purpose of the lesson defensible in light of acceptable educational theory?
2. How have you made the purpose of the lesson clear to your students?
3. How effective was the beginning of the lesson in establishing the purpose?
4. How do your activities provide for varied learner needs?
5. How are your purposes, activities, and assessments aligned with each other?
6. How do you plans incorporate opportunities to include students' conceptual ideas/questions?
7. How did you introduce the lesson in a way that quickly captured the students' interest and immediately involved them in the lesson as active participants?
8. In what ways did the elements of the lesson result in outcomes congruent to the goals?
9. How did the lesson increase the students' knowledge and skills?
10. What assessment information did you use to set learning goals for the lesson?
11. How did your chosen methods relate to best practice research?
12. Retrospectively, how would you have changed the lesson to improve student learning?
13. What have you learned about student growth based upon your analysis of assessment data related to the lesson? Identify learning patterns.
14. Based on your assessment data, what would you teach next?
15. How did you support and scaffold students with various learning needs?
16. How did you provide feedback to guide student learning during and after the lesson?
17. In what ways did you effectively use various instructional aids, materials, and available technology?
18. How did you incorporate academic language growth for students within the lesson?

THE STUDENTS

1. What have you learned about the personal assets of your students and how are using the information to meet their needs?
2. What are the developmental considerations of your students at the level at which you are student teaching?
3. In what ways have you developed an environment of mutual respect and understanding?
4. How do you use students' assets and interests to engage them in the learning process?

5. What evidence is there that you respond to individual student needs?
6. What do you do to facilitate learning for students with disabilities/exceptionalities?
7. What do you do to facilitate learning for students from culturally diverse backgrounds?
8. What do you do to facilitate learning for students who are English language learners?
9. How do you help students take responsibility for their learning/actions?
10. What opportunities do you provide for student feedback on the effectiveness of your teaching?

THE SUBJECT MATTER

1. In what ways have you worked to develop content competency for the curriculum for which you are responsible?
2. In what ways do you integrate other disciplines where appropriate?
3. How is the nature and structure of the discipline reflected in the organization and presentation of the subject matter?
4. How does the subject matter as taught have value?
5. In what ways are you assisting students to make connections between the content you teach and past experiences?
6. In what ways are you presenting the subject matter so that students critically examine and think through the content?
7. How have you integrated academic language and syntax patterns related to the academic content area for which you are responsible?
8. How does your knowledge of New York State curriculum relate to the content area?
9. How do you use your knowledge of the subject matter to build students' academic language capacity especially as it relates to the ELA and Math Common Cores?

MANAGEMENT

1. What efforts have you made to master routine classroom management matters (i.e. paper distribution, taking attendance)?
2. In what ways have you set up the room to facilitate student interaction and group work?
3. If available, how were you able to use teachers' aides effectively?
4. How were you able to maximize the time available for instruction?
5. How were you able to establish a positive classroom environment that led to student engagement and cooperation?

THE STUDENT TEACHER

1. In what ways do you exhibit your enthusiasm and passion for teaching?

2. In what ways have you attempted to establish a professional working relationship with your colleagues?
3. How do you create an environment that supports individual and collaborative learning and encourages positive social interaction, active engagement in learning, and self motivation?
4. In what ways do you show that you value the role of learners in promoting each other's learning and how do you recognize the importance of peer relationships in establishing a climate of learning?
5. How do you foster respectful communication among all members of the learning community?
6. What is your understanding of the range of types of assessment and how to design or select appropriate assessments?
7. In what ways do you provide timely and effective descriptive feedback to learners on their progress?
8. In what ways are you making accommodations in assessment for learners with disabilities and language learning needs?
9. How are you using new and emerging technologies to promote and support student learning?
10. How do you demonstrate your flexibility and reciprocity in the teaching process to adapt instruction to learner responses, ideas, and needs?
11. In what ways do you see yourself as a learner and seek opportunities for analysis and reflection to improve your practice?
12. In what ways are you reflecting upon your own personal biases to act more fairly?
13. In what ways have you embraced the challenge of continuous improvement and change?
14. How do you encourage thinking of various sorts—convergent, divergent, evaluative, etc.—whichever and whenever appropriate?
15. What techniques have you used to improve your teaching (i.e., videotaping, student feedback surveys)?
16. In what ways are assignments intended to reinforce or extend learning beyond the classroom?

SUMMARY OF MOSSTON'S TEACHING STYLES

The following summary is based on Muska Mosston's spectrum of teaching styles (Teaching Physical Education, 3rd Edition, Merrill Publishing Company, 1986) These styles are described to assist the teacher in Physical Education to use a variety of teaching strategies to enhance learning and development of students. In many cases, the type of activity or sport dictates the style or strategy used. In addition, the characteristics of the teacher and the learners affect how the material is presented and assimilated.

STYLE	OBJECTIVES	WAYS I MET IT
A – COMMAND	<ul style="list-style-type: none"> • Teacher makes all decisions • Teacher directed instructions relocation, start time, pace, stop time, demonstration, etc • Learner responds to instructions • Class is set up in an orderly manner • Teacher circulates to give feedback • Examples include dance, aerobics, drills, etc 	<ul style="list-style-type: none"> • Efficient use of time (time on task is high) • Learning by recall and repeated performance • Fix standard of performance (based on model) • Progress is rapid • No “thinking” on part of students other than memory
B – PRACTICE (TASK)	<ul style="list-style-type: none"> • Learner performs tasks prescribed by teacher, but learner determines pace, rhythm, start, stop, interval • Teacher circulates to give individual feedback • Designed for individual practice, class is dispersed • Examples include individual skills in volleyball, basketball shooting, etc 	<ul style="list-style-type: none"> • Learners held accountable for decisions • Learners begin to experience independence • Providing activity for students who finish task • Time on task can be affected
C – RECIPROCAL	<ul style="list-style-type: none"> • Class is organized in pairs or threes • Observer gives feedback, doer performs the skill, feeder, if necessary, feeds object to doer • Observer makes feedback decisions, rather than teacher • Use of task cards or criteria sheets designed by teacher • Teacher communicates only with observers 	<ul style="list-style-type: none"> • Greater socialization between students • Students take more active role in learning process • Constant presence of teacher not required • Teacher trusts students to make decisions
D – SELF-CHECK	<ul style="list-style-type: none"> • Learners assess themselves in comparison to criteria sheets established by teacher • Examples include individual skills, target games, fitness results, etc • Teacher provides feedback at end of class 	<ul style="list-style-type: none"> • Students monitor themselves • Self-check is private • Students learn their own limits, successes, failures • More concerned with the results of a movement, not the movement itself

E – INCLUSION	<ul style="list-style-type: none"> • Multiple levels of performance of the same task to allow for success of all learners (slanted rope) • Accommodates individual skill differences • Student chooses the level of performance based on perceived ability • Self-assessment • Teacher provides feedback regarding the decision-making process, not the chosen level • Examples include gymnastics, basketball shooting (distance from basket), fitness and weight training 	<ul style="list-style-type: none"> • Students can take a step backward to experience success • Inclusive, invites involvement • Be aware of the gap between reality and aspiration • Some students have difficulty choosing a particular level because they are conditioned to being told • Often a positive style for students who get excluded from other activities
F – GUIDED DISCOVERY	<ul style="list-style-type: none"> • Teacher guides students through a series of problems in which students make decisions to arrive at solutions • Each step is based on the response to the previous step • Teacher must wait for the learner’s response and offer frequent feedback or clues (patience) • Examples include center of gravity in gymnastics, levers, stability, strength, speed, the need for a variety of passes in basketball, etc 	<ul style="list-style-type: none"> • Lots of preparation on part of teacher • Teacher must be prepared to experiment with the “unkown” because responses may be unanticipated • Minimal social contact with other students, but cognitive involvement is high • Level of physical activity may be low
G – DIVERGENT	<ul style="list-style-type: none"> • Learner is engaged in discovering a number of solutions to a problem • Cooperative learning, each solution has value • Teacher merely encourages responses, does not make judgments • Examples include rolling the body, getting from one side of the gym to another using limited equipment, combing movements in gymnastics or dance, tactics in sport, game situations, etc 	<ul style="list-style-type: none"> • Demanding for the teacher, must have expertise in the area • Creativity of students • Cooperation of students
H – INDIVIDUAL PROGRAM	<ul style="list-style-type: none"> • Program developed by the learner based on physical and cognitive abilities • Highly individualistic, not suited to all learners • Learner designs the questions and the solutions • Teacher observers, guides and provides individual conference • Enrichment activity 	<ul style="list-style-type: none"> • Prior experience in an activity is necessary for learners to engage in this style • Time consuming – thinking, experimenting, performing, recording

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INFORMATION
FOR THE
COOPERATING TEACHER

Physical Education
Student Teaching

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ROLE AND RESPONSIBILITIES OF COOPERATING TEACHERS

We believe that Student Teaching will have at least as much, if not more of an impact upon our students than formal teacher education has had, and that cooperating teachers may be the most important immediate influence in our students' professional lives. Under the care and guidance of the cooperating teacher, we hope that this induction to our profession will be a positive one. This handbook is intended to structure the informed feedback to student teachers about the technical skills of teaching, as well as the ability to critically analyze their teaching. We depend on you to share your knowledge, enthusiasm, care and love for students and our profession.

1. Prepare your students for the student teacher, encouraging their cooperation and support so the student teacher can practice in a friendly environment. Formally introduce the student teacher to pupils as a professional colleague.
2. Arrange for a tour of the building and introduce the student teacher to other teachers and school personnel, including the school principal.
3. Discuss with the student teacher the regulations of the school pertaining to attendance, marking system, fire drills, accidents and injuries, dress requirements, library procedures, etc.
4. Provide appropriate materials such as department curricula, course or unit outlines, lists of equipment, books, videos or other materials
5. Create a plan of action regarding the teaching of units, activities, and extra assignments. Schedule the student teacher to assume responsibility for 15 class periods a week. These responsibilities include a unit plan, all lesson plans, attendance, excuses, teaching of lessons, evaluation, etc. it is most desirable for a student to work with several classes continuously throughout the assignment.
6. Allow and encourage the student teacher, under your guidance, to provide content that is designed to challenge your students' potential. Share instructional ideas, insights, organizational tips, and materials with the student teacher. Encourage advance planning and review by evaluating and returning all plans prior to the time of their implementation.
7. Encourage and assist your student teacher to practice teaching styles and management strategies that may differ from your own.
8. Allow the student teacher to teach classes without interrupting him/her.
9. Read and discuss lesson plans prior to implementation. Student teacher must submit plans at least 48 hours prior to implementation.
10. After each class that your student teacher conducts, provide him/her with a brief but clear indication of the strengths and weaknesses of the lesson. In addition, it is most important to your student teacher's professional development to evaluate his/her own teaching performance.

11. Use systematic observation forms in this handbook to provide a clear profile of your student teacher's specific strengths and areas for improvement. Reinforce desirable teaching behaviors. Encourage the student teacher to set goals for future lessons.
12. Spend at least 20-30 minutes daily with your student teacher discussing his/her progress. Regular feedback should be provided in private. All lesson and unit plans should be reviewed prior to teaching.
13. Provide the student teacher with a space to sit, review lesson, etc. Include one planning period in the daily schedule during which he/she is expected to plan, revise, and reflect upon his/her performance and strategies. Encourage and guide the student teacher to become analytical, reflective and self-evaluative.
14. Increase the student teacher's responsibilities as readiness is demonstrated. Ask the student teacher to take initiative, under your supervision, in solving problems that arise in your classes.
15. Sponsor and encourage the student teacher to attend parent-teacher association, teacher association, and general faculty meetings on your district, as well as parent-teacher conferences.
16. Confer with the university supervisor about such matters as identifying appropriate experiences, expectations and progress of the student teacher.
17. Prepare and return at least 2 formative observation forms each week, a two week evaluation (by week 2), mid-term evaluation (by week 4) and summative evaluation **with a final grade** (by week 8).
18. Assist the student teacher to become skillful in the use of audiovisual, technology equipment, and instructional materials of all sorts.
19. **The cooperating teacher must be physically present whenever a student teacher is instructing or supervising students. AT NO TIME MAY A STUDENT TEACHER BE LEFT UNSUPERVISED.**
20. **AT NO TIME MAY A STUDENT TEACHER SUBSTITUTE TEACH.**
21. Submit the *Tk20 Sign-Off Sheet*, *Time Report*, *Early Progress Report*, *Summary of Student Teacher Placement*, and the final *Summative Assessment* report in a timely manner at the end of the placement. Vouchers in recognition of service as a cooperating teacher will not be distributed until all required work is completed.
22. In the case of disrupted instruction that leads to partial or fully online instruction, student teachers will continue to student teach in whatever modes are utilized by the school and cooperating teacher.

**HOFSTRA UNIVERSITY
SCHOOL OF EDUCATION
PHYSICAL EDUCATION STUDENT TEACHING**

ROLE AND RESPONSIBILITIES OF THE COOPERATING TEACHER

We believe that the Cooperating Teacher is an important and immediate influence in the lives of our student teachers. Under your care and guidance, we hope that this introduction to our profession will be a positive one. We appreciate all your time, effort and dedication.

The Hofstra University Student Teachers are required to present ALL paperwork to their cooperating teacher PRIOR to each unit or lesson. This is our suggested time schedule:

- Block Plans – at least one week prior to the unit
- Lesson Plans and assessment plans are due at least 48 hours prior to the day the lesson is to be taught.

WEEKLY OUTLINE:

1. Spend 20 or more uninterrupted minutes each day with your student teacher. Discuss the following: lesson plans to be taught, or the lesson plan that was taught. Be supportive. Discuss: safety, time management, voice, discipline, control, and objectives, use of cues, feedback, lesson objectives and closure.
2. Spend 30 or more uninterrupted minutes each week with your student teacher. Be supportive. Discuss: unit plans, block plans, lesson plans, and assessment plans. Discuss: the student teacher’s weekly observations.
3. Provide 2 or more written formative evaluations weekly for your student teacher.
4. Sign the weekly time card each Wednesday.

SEMESTER OUTLINE:

1. Provide an opportunity for 2 different units to be taught during the student teaching experience.
2. Provide the opportunity for the student teacher to assume the responsibility for a minimum of 15 classes per week. By the conclusion of week 2, the student teacher should assume the teacher’s full teaching schedule
3. Complete the two week evaluation, the mid-term evaluation and final summative evaluation forms. The summative evaluation must include a final letter grade.
4. Submit all required forms as directed by the Office of Field Placement on TK20.

Advise the university supervisor of any potential “problem” areas – lateness to school, paperwork not being presented for approval, leaving early from school, unprofessional behavior. If you have any questions or comments, please notify the Hofstra University supervisor.

Cooperating Teacher _____
Supervising Teacher _____
School _____ Date _____

**HOFSTRA UNIVERSITY
SCHOOL OF EDUCATION
PHYSICAL EDUCATION STUDENT TEACHING**

COOPERATING TEACHER SIGN-OFF SHEET

This form is to be submitted on TK20

I have read and agree with the roles and responsibilities of all parties as contained within this Physical Education Student Teaching Handbook.

COOPERATING TEACHER:

_____ Date
Cooperating Teacher's Signature

Cooperating Teacher's School & District

Certification Area

I _____ (am, am not) certified in the area in which I am supervising the student teacher.

I _____ (have, don't have) at least 3 years of teaching experience in this area.

STUDENT TEACHER:

_____ Date
Student Teacher's Signature

Intended Certification Area

UNIVERSITY SUPERVISOR:

_____ Date
University Supervisor's Signature

**HOFSTRA UNIVERSITY
SCHOOL OF EDUCATION
PHYSICAL EDUCATION STUDENT TEACHING**

STUDENT TEACHING ASSIGNMENT INFORMATION SHEET

Student Teacher's Name

()
Phone Number

Student Teacher's Address

Town

Zip

Official Name of Cooperating School

()
School Phone Number – Ext.

Cooperating School Mailing Address

Town

Zip

Name of Cooperating School Principal

Name of Cooperating Teacher

Home Phone Number/Cell Phone

Email Address

Name of Additional Cooperating Teacher

Nature of After-School Assignment

*Directions to School from Hofstra:

CT6



COOPERATING TEACHERS

Information on how to assess student teachers and view student work in Tk20

To complete assessments in Tk20, you must first log into the system by clicking on the Tk20 Access Link which will be sent to you via email with the Subject Title - Field Assessment for Student's Name ". [NOTE: Tk20 no longer requires a USER NAME and PASSWORD.]

I. Viewing student Assignments in Tk20

1. When you receive the email containing the Tk20 Access Link, **SAVE IT and DO NOT DELETE IT**. When you are ready to evaluate your student, click on the Tk20 Access LINK, and you will immediately see your student's Binder with a split screen, and a Vertical Line running down roughly the middle of the screen. To the left of the Vertical Line you will the student's Assignment Tabs. To the right of the Vertical Line you will see your evaluation Rubrics.
2. Select and click on one of the Assignment Tabs.
3. **Students will be submitting weekly lesson plans, unit plans, and other documents for your review.** A split screen will appear with the student's Assignment Tabs artifacts on the left side of the screen and a list of all relevant assessment instruments on the right side of the screen. On the left side, the binder is divided into multiple tabs; each tab contains different assignments artifacts that have been submitted by the student.
 - a. Select the appropriate assignment tab, and then toggle down to the bottom of the screen and click on one of the student assignments. To view an assignment, click on **DOWNLOAD**, and then click on **OK**. After viewing the assignment you can exit by then clicking on the X in the upper right hand corner of the screen.
 - b. Follow this example for all of the artifacts you need to review.

II. Completing assessments in Tk20

1. Once you have finished reviewing the student's artifact(s), you are ready to begin completing the four assessment tool(s).
2. To complete an assessment, select the name of the assessment tool on the right side of the screen. In order to give yourself more room on your screen, the vertical line can be moved to the left by placing your cursor on the line, THEN LEFT CLICK, AND WHILE HOLDING THE LEFT CLICK, DRAG TO THE LEFT
3. Depending on how the assessment tool was configured, you might see a rubric format with radio buttons or you might see text boxes with spaces for comments, or a combination of both. Complete the assessment tool as required.

4. Once you are finished filling out the assessment tool, select **Save, or, SAVE DRAFT**. . Tk20 will not let you **Submit** the assessment until you have completed all questions/all boxes in all assessments. However, once you select **Save, or, SAVE DRAFT**, the student will be able to see the assessments you have completed so far.
5. In addition to the student work, you will be required to complete the following four assessments:
 - a. Week 2 early evaluation form
 - b. Final week of the placement summative assessment form
 - c. Sign-off sheets (week 1)
 - d. and the attendance sheet (final week)
6. **Complete this process during the term of the Placement** finishing all assessments. When you have completed the last assessment tool, select **Submit**.
 - a. Please note that Tk20 will not let you **Submit** the assessment until you have completed *all* assessments, so be sure that you have clicked on a score (or N/A) on all rubric questions, made any relevant comments in the comment box, and indicated a grade of **either PASS, or, FAIL for each of the four assessment rubrics**.
 - b. If you think the student did at least passable work, enter a P. If not, **a FAIL is required**. This will not necessarily be the final course grade for the student – that is assigned by the Field Supervisor – but the system requires all fields to be completed before you can eventually **submit**.
 - c. After you select **Submit**, the evaluations will lock, so please ensure that they are complete!

III. Help Resources

- A. Additional Hofstra-specific information:

Go to www.hofstra.edu/Tk20 for detailed instruction sheets (many including screen shots). Look at the bottom of the page for your relevant section (categorized by Student, Faculty and Cooperating Teachers). [Please note that your university supervisor will be sending you detailed instructions on how to navigate within Tk20.]

- B. You may also contact your campus Tk20 Unit Administrators for assistance.

Administrator: John Adomavicius, Assessment Systems Coordinator

Email: John.Adomavicius@hofstra.edu

Phone: 516-463-7115

Administrator: Sheri L. Suzzan, EdD, Associate Dean

Email: Sheri.Suzzan @hofstra.edu

Phone: 516-463-5389

Administrator: Stacy L. Zalewski, Senior Associate Dean

Email: Stacy.L.Zalewski@hofstra.edu

Phone: 516-463-5743

Online tutorials are available at <https://hofstra.tk20.com>. **BEFORE you log in on the left part of the page**, select the **Tutorials** tab in the center of the page, and use the table of contents to locate the tutorial you wish to view.

HOFSTRA UNIVERSITY
SCHOOL OF EDUCATION



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INFORMATION
FOR THE
COOPERATING SCHOOL

Physical Education
Student Teaching

Revised: August 2021

CS1

ROLE AND RESPONSIBILITIES OF THE COOPERATING SCHOOL

The cooperating school is responsible for complying with the following terms:

1. In accordance with the requirements of Hofstra's accrediting organization, the Council for the Accreditation of Educator Preparation (CAEP), the parties agree to construct a mutually beneficial partnership for clinical preparation and share responsibility for the continuous improvement of candidate preparation. The parties agree to regularly discuss collaboration in establishing mutually agreeable expectation for candidates entry, preparation and exit; ensuring that theory and practice are linked; maintaining coherence across clinical and academic components of preparation; and the sharing of accountability for candidate outcomes. The parties also agree to regularly discuss selection criteria for high quality cooperating teachers and supervisors as well as collaborating on their preparation to serve in the role and supporting them during their service. These activities promote the retention of high quality cooperating teachers and university supervisors for the purpose of providing the best possible training of pre-service aspiring teachers.
2. Make available appropriate classroom space for student teachers and classroom observations, as well as supply qualified teachers to supervise/mentor student teachers.
3. Permit Hofstra liaisons, supervisors, faculty advisors and/or coordinators to do site visits to be agreed upon in advance.
4. In the case of disrupted instruction that leads to partial or fully online instruction, student teachers will continue to student teach in whatever modes are utilized by the school and cooperating teacher.
5. Permit Hofstra supervisors and student teachers to videotape lessons for the purpose of compliance with New York teacher certification standards as per the following regulation:

Subdivision (b) of section 80-1.5 of the Regulations of the Commissioner of Education is amended, effective January 2, 2013 to read as follows:

(b) A school or school system shall not prohibit an [employee] individual who is a current or prospective applicant for [permanent] certification from videotaping a classroom for the purpose of meeting the requirements of the teacher performance assessment for certification as a teacher in the classroom teaching service or the performance assessment of teaching skills requirement for permanent certification, transmitting such videotape in the department, or otherwise fulfilling this classroom presentation requirement. A videotape made for this purpose shall be a confidential record of the department and as such, is not subject to viewing or disclosure to any individual or entity other than the applicant for certification, appropriate departmental personnel, and others engaged by the department to evaluate the videotape for purposes of determining the candidate's eligibility for certification.

6. Make available emergency treatment to student teachers who may become ill or may be injured while at the cooperating school, at the student's expense. Any school accident involving student teachers must be reported to Hofstra.
7. Comply with all applicable federal, state and local nondiscrimination and equal opportunity laws, orders and regulations. Hofstra and cooperating school shall not engage in unlawful discrimination or harassment against any person because of race, color, creed, religion, sex, age, national origin, disability, sexual orientation, marital status, disability, or veteran status.
8. Agrees to hold free and harmless and to indemnify Hofstra, its trustees, officers, directors, employees, agents, affiliates and students from any and all claims, lawsuits, judgments, and expenses (including reasonable attorneys fees) which Hofstra, its trustees, directors, officers, agents, employees, instructors and students become liable to pay or defend as a result of the injury to person or property arising out of the Placement Site's performance of this Agreement, provided that such loss or damages was not caused solely by the negligence of Hofstra, its trustees, officers, directors, employees, agents, affiliates and students.

HOFSTRA UNIVERSITY
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INFORMATION
FOR THE
UNIVERSITY SUPERVISOR

Physical Education
Student Teaching

Revised: August 2021

US1

ROLE AND RESPONSIBILITIES OF THE UNIVERSITY SUPERVISOR

Preface:

Supervision of student teachers who are completing their professional education at an off-campus school site is a central and essential component of the Health Professions and Kinesiology Department's teacher education programs. Students' off-campus experiences in classrooms and laboratories complement and enhance their campus-based studies by providing opportunities for the application and refinement of professional learning.

The university supervisor links the campus, the schoolroom, and the beginning professional educator. The field supervisor is a teacher-educator, a professional who shares the responsibility for assisting students to develop their knowledge, skills, attitudes, and beliefs in professionally productive ways within the framework of the university program.

Role and Responsibilities:

The university supervisor is responsible for implementing the requirements, for facilitating the opportunities of the campus-based program, and for assisting students to apply their knowledge and skill to school settings. The supervisor will aid students in improving their professional decision making abilities through critical self reflection and self analysis.

The university supervisor must be conversant with the philosophy and the implementation of each professional education program whose students they may supervise at off-campus sites. The field supervisors are responsible for being well informed about the specific content and methodology of the course in each program as well as current research and trends in professional education.

The field supervisor is a professional and collegial guest in the schools. The supervisor is responsible for establishing and maintaining cooperative relationships between the university and the school; the supervisor is responsible for the first-order remediation of difficulties or differences which may arise and which may affect the student. The supervisor will work collaboratively with the Coordinator, Department Chair and the Assistant Dean, and the appropriate subject matter specialist, in all cases of controversy between or among the student, the university, the school, or school personnel.

The supervisor is responsible for timely and professionally effective performance of the following tasks:

1. **Orientation meeting:** This meeting is called by the Coordinator of Student Teaching, and is usually conducted the week prior to the beginning of the Student teaching semester, other orientation meetings may be conducted by the Office of Field Placement.
2. **Initial Contact:** The supervisor should make prompt contact with assigned students and complete arrangements for initial site visits.
3. **School Responsibilities:** Attend to the requirements and expectations of the local school in case of apparent dissonance with University rules or policies. The supervisor will not attempt to negotiate with the school personnel, nor create or modify University requirements, but will refer the matter(s) expeditiously to the Department Chair, coordinator of Student Teaching, and to the Assistant Dean.

Conduct a three-way conference within the first two weeks of the placement to discuss and identify appropriate experiences for the student teacher. Use the Contract in this handbook to record plans for fulfilling requirements and to clarify the student teacher's roles and responsibilities from the school's and University's points of view.

Perform as a liaison between the school site and the university, providing whatever materials, communications and services are deemed necessary by the student teacher, the cooperating teacher and the university supervisor.

Evaluate each week the student's time record, journals, reflections and cooperating teacher's remarks. Keep a continuing dialogue going among the student teacher, the cooperating teacher and the supervisor that reflects the student teacher's progress and the accurate status and quality of the student teacher's performance. Arrange for an additional private time to meet with the student prior to formal observations, when necessary. Use these meetings to address the current context of the student's school experience and ensure that common understandings and expectations apply to student and supervisor.

4. Pre-observation conference: The supervisor will hold a pre-observation conference with the student within **48 hours** prior to the scheduled observation to address the context of the student's school experience, to review the student's proposed plans, and to insure common understandings and expectations.
5. Observation: Two formative evaluations will occur: one per unit, and spread over the student teaching experience. Classroom observations can be face-to-face or virtual at the choice of the supervisor.
6. Post-Observation Conferences:
The supervisor will arrange a prompt post-observation conference with the student who has been observed. This meeting, and subsequent ones if required academically, will be tailored to the needs and personal styles of the student and supervisor, but will not comprise less than:
 - a) Collaboration concerning explicit standards and purposes, and criteria which the supervisor and student teacher share
 - b) Solicitation of the student's critical reflection and analysis is to be completed by the student teacher **within 24 hours** of the observation. The reflection form for a formal observation is available on Blackboard.
 - c) A description, possibly in outline form but with appropriate specificity, of what the supervisor noted as professionally significant during the visit
 - d) Application of the criteria to the observation data, leading to one or more assessments, commitments, and recommendations concerning the student's professional development
 - e) Consistent encouragement of the student to be self-reflective and self-evaluative

Using shared rubrics and criteria, the university field supervisor will provide a written summary of the conference to the student. Create a file for each student teacher and document student progress or failure to progress toward program standards.

7. Completion of all *Formative Assessments*, the *Summative Assessment* and the *Supervisor's Field Placement Summary Form* in Tk20 student binders.

PESP/MSPE STUDENT TEACHING SUPERVISOR RECORD

Name: _____

Semester: _____

Supervisor: _____

DATE	PHONE	VISIT	SEMINAR	PLACE	TIME	MILEAGE	COMMENT

**HOFSTRA UNIVERSITY
SCHOOL OF EDUCATION
PHYSICAL EDUCATION STUDENT TEACHING**

SUPERVISOR'S FINAL EVALUATION FORM

SUPERVISOR: _____

STUDENT TEACHER: _____

SCHOOL: _____ DATE: _____

ITEM	POINT VALUE	% OF GRADE	POINTS RECEIVED
Cooperating Teacher's Evaluations	500	20	
Resource Notebook Multiply point total by .875	875	35	
Professionalism	375	15	
University Supervisor's Evaluation	750	30	
TOTAL	2500	100	

FINAL GRADE: _____

ADDITIONAL COMMENTS:

GRADE CONVERSIONS:

GRADE	COOP TEACHER	UNIV SUPERVISOR	PROFESSIONALISM
A	482-500	724-750	364-375
A-	464-481	697-723	353-363
B+	445-463	670-696	341-352
B	427-444	643-669	330-340
B-	409-426	616-642	319-329
C+	391-408	589-615	308-318
C	373-390	562-588	296-307
C-	355-372	534-561	285-295
D+	337-354	506-533	274-284
D	319-336	478-505	262-273
D-	300-318	450-477	250-261

Grade	Numerical	Points
A	96-100	2410-2500
A-	90-95	2319-2409
B+	87-89	2228-2318
B	83-86	2137-2227
B-	80-82	2046-2136
C+	77-79	1955-2045
C	73-76	1864-1954
C-	70-72	1173-1863
D+	67-69	1682-1772
D	63-66	1591-1681
D-	60-62	1500-1590